REPORT RESUMES

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS. EXTENSION STUDY, NUMBER 9. PARTS I - VII.

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WITH THE NEED TO PROVIDE LONG-TERM FINANCIAL SUPPORT FOR ITS TV FILM CENTER, THE DEPARTMENT OF EXTENSION TEACHING AND INFORMATION AT NEW YORK STATE COLLEGES OF AGRICULTURE AND HOME ECONOMICS AT CORNELL UNIVERSITY IN COOPERATION WITH THE OFFICE OF EXTENSION STUDIES INITIATED IN JULY 1963 A PROJECT TO ASCERTAIN (1) VIEWPOINTS RELATIVE TO OFF-CAMPUS EDUCATIONAL FUNCTIONS OF THE TWO COLLEGES, (2) OPPORTUNITIES AVAILABLE FOR GETTING NEW YORK STATE COMMERCIAL TV STATIONS TO USE EDUCATIONAL PROGRAMS, AND (3) AUDIENCE AWARENESS OF, ATTITUDES TO, AND LEARNING FROM SELECTED PRODUCTIONS OF THE CENTER. THE REPORT OF THE PROJECT IS PRESENTED HERE IN SEVEN PARTS. PARTS I TO IV DEAL WITH ANSWERS TO QUESTIONNAIRES ON THE TV EDUCATIONAL FUNCTION OF THE TWO COLLEGES AS SEEN BY 226 FACULTY MEMBERS, 333 EXTENSION AGENTS, 9 COLLEGE ADMINISTRATORS, AND 17 STATE EXTENSION LEADERS RESPECTIVELY. PART V IS INFORMATION ON WAYS OF GAINING PUBLIC SERVICE TIME FOR EDUCATION PROGRAMS OBTAINED BY INTERVIEWING PERSONS RESPONSIBLE FOR PUBLIC PROGRAMING AT 23 COMMERCIAL TV STATIONS. PART VI SUPPLEMENTS INFORMATION ABOUT TV COVERAGE, SUGGESTING HOW TO GROUP COUNTIES FOR PARTICIPATION. PART VII BRINGS TOGETHER THE MAJOR FINDINGS OF PARTS I - IV AND DISCUSSES IMPLICATIONS. FEASIBILITY OF DEVELOPING A TV POLICY AND PROGRAM WAS INDICATED AND CLUES WERE PROVIDED TO SUCH FACTORS AS TOPICS, IMPLEMENTATION, AND AUDIENCES. (RT)

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Part I
As Seen By the Faculty

Extension Study No. 9

Office of Extension Studies
in cooperation with the
Department of Extension Teaching and Information
New York State Colleges of Agriculture and Home Economics
Contract Colleges of the State University
at Cornell University
Ithaca, New York
September, 1965

AC002197

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PREFACE

This report dealing with the views and experiences of faculty members relative to the off-campus TV educational function of the Colleges of Agriculture and Home Economics at Cornell University is Part I of a series of reports on this function of the two colleges. The series of reports are intended to provide a background for the formulation of policy and program. It is anticipated that administrators connected with the two colleges will instrument the reports through a committee or committees which will study them and use the findings as guidelines for policy and program determination.

The report was made possible through the cooperation of faculty members who responded to a lengthy questionnaire. Fifty-eight percent of the potential respondents completed and returned the questionnaires.

The study has been conducted as a cooperative project between the Office of Extension Studies and the Department of Extension Teaching and Information under the guidance of an advisory committee composed of the following: Arthur Durfee, chairman; Mary Bloetjes, C. H. Freeman, Dana Goodrich, C. R. Harrington, Olaf Larson, Hazel Reed, and W. B. Ward.

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By the Faculty

Introduction

Since the findings of this study of the TV Educational Function of the Colleges of Agriculture and Home Economics will be presented in seven parts with a separately bound report for each part, a common introduction setting forth the problem, the purposes, and methodology of the study is used for each report.

The Problem

The initiation of a study of this kind usually arises out of the awareness of a problem often stated in the form of a question. The stimulating question in this instance came from the Department of Extension Teaching and Information which is responsible for operating the TV Film Center. The question was, "What information is needed to provide long-time financial support for the TV Film Center?" The answer to this question as first conceived by the department was to provide the deans of the Colleges of Agriculture and Home Economics and other appropriate officials with the findings of a study of audience awareness and reception of the TV film productions of the Center.

However, as this approach to answer the department's question of long-time support of the Center was explored, it

became clear that while it might provide a temporary answer, such a study would necessarily be limited in scope because of the Center's relatively short span of production. Moreover, while a study of audience reaction to films already produced might provide the basis for continuing support of the Center, the findings of a study of the Center's as yet limited out-put could lead to misdirected emphasis on the type of films to be produced in the future.

Since the practical matter of obtaining immediate financial support for the TV Film Center was considered imperative, it was accepted as necessary that some investigation of audience awareness and reaction to the Center's productions be made. This investigation, however, was considered the first stage of a comprehensive study that would provide the basis for policy with respect to the off-campus TV educational function of the Colleges of Agriculture and Home Economics. This comprehensive study including the investigation of selected film productions of the TV Film Center was initiated in July, 1963.

Design of the Study

Purposes. (1) To ascertain the viewpoints and experience of the faculties of the Colleges of Agriculture and Home Economics and the Extension Service field staff relative to the off-campus educational functions of the two colleges, with specific reference to the TV Film Center of the colleges and with some preliminary attention to a proposed TV educational network for New York State, for the purpose of developing for the two colleges, including the Extension Service, a long-range

TV educational policy and program; (2) To ascertain the opportunities available to the colleges in getting their educational programs used by New York State commercial TV stations; and (3) To ascertain audience awareness of, attitudes to, and learning from selected productions of the TV Film Center. Purpose number 3 has already been realized by studying samples of audiences viewing selected films produced by the TV Film Center and by studying a group of home demonstration members who were exposed under control conditions to selected productions of the Center.[1]

Methodology. To realize purposes 1 and 2, questionnaires were administered to five populations. These populations were: (1) deans and directors of the two colleges, (2) departmental staffs in both colleges, (3) extension state leaders, (4) extension agents in all counties, and (5) persons responsible for public service programming at commercial TV stations in the State.

With modifications required by the nature of their jobs, the questionnaires for the first four populations were designed to obtain information that would be related to the determination of policy and program for the TV educational function of the two colleges as this function concerns the

off-campus public. An extension specialist in the Department of Extension Teaching and Information, in connection with his graduate work, prepared the questionnaire for the fifth population before this study was designed. Because the information sought by his questionnaire was particularly relevant to the present study, in that it would provide a body of knowledge about commercial TV outlets which the colleges have utilized in the past and can expect to use in the future, an arrangement was worked out with the specialist to incorporate his proposed study in this one.

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[1] See Audience Evaluation of Films Produced for Television, Communications Research Bulletin 5, John F. Spencer, Frank D. Alexander, and Chester H. Freeman, Department of Extension Teaching and Information, Cornell University Agricultural Experiment Station, in cooperation with the Office of Extension Studies, New York State College of Agriculture, a Contract College of the State University, at Cornell University, Ithaca, New York, August, 1964.

The seven reports which constitute this study of the TV Educational Function of the Colleges of Agriculture and Home Economics are: Part I, As Seen by the Faculty; Part II, As Seen by Extension Agents; Part III, As Seen by College Administrators; Part IV, As Seen by State Extension Leaders; Part V, As Related to Commercial TV Stations; Part VI, As Implemented by Grouping Counties for Participation in Educational Television; and Part VII, Summary of Findings and Implications. This report is Part I, As Seen by the Faculty.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By the Faculty

Summary of Findings

The Respondents

Returns and Classifications

1. Three hundred eighty-nine faculty members were eligible to receive questionnaires. Fifty-eight percent of the potential respondents from the College of Agriculture and 57 percent of those from Home Economics completed and returned questionnaires. Completed schedules were returned by 226 or 58 percent of the potential respondents. Of those completing questionnaires, 78 percent were from the College of Agriculture and 22 percent from Home Economics.
2. In the College of Agriculture the largest percentage of returns was from full professors (44 percent), while in Home Economics most were from associate professors (54 percent). Of all completed questionnaires, 39 percent were from full professors, 38 percent from associate professors, and 23 percent from assistant professors.
3. Fifty-two percent of the respondents had been at Cornell 10 years or more. One fourth had been at the University for less than five years.

4. Respondents from the College of Agriculture devoted more time to research than those in Home Economics as indicated in the chart below:

Proportion of Respondents Devoting 50 Percent or More Of Their Time to Teaching, Research, or Extension

	Area of Work		
College	Teaching	Research	Extension
Agriculture	30	42	28
Home Economics	48	18	34
All respondents	34	37	29

5. Respondents devoting 10 percent or more of their time to extension work were classified as extension specialists. Forty-five percent were so classified--48 percent in Agriculture and 38 percent in Home Economics.

6. Only one third of the respondents were classified as being experienced with television work.[1] A larger

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[1] Experienced faculty members were those who according to information provided in their questionnaire had performed one or more of the following:
1. Appeared as a major personality (teacher) for a TV film or live program at Cornell or elsewhere.
2. Prepared a script entirely for a TV film or for a live program at Cornell or elsewhere.
3. Appeared as a supporting personality (assistant teacher) and helped prepare a script for a TV film or live program at Cornell or elsewhere.
4. None of the above but any six of the following operations:
    a. Appeared as supporting personality (teacher) for a TV film at Cornell.
    b. Appeared as supporting personality (teacher) for a live TV program at Cornell or elsewhere.
    c. Proposed a TV film at Cornell.
    d. Proposed a live TV program at Cornell or elsewhere.
    e. Helped prepare a script for a TV film at Cornell.
    f. Helped prepare a format for a live TV program at Cornell or elsewhere.
    g. Reviewed and commented on a script for a TV film at

(Continued on page 7)

proportion of respondents from Home Economics (42 percent) than from Agriculture (31 percent) were classified as experienced.

Ownership of TV Sets

1. Eighty-four percent of those responding to the question reported having TV sets. Only nine of 15 respondents from Home Economics indicated they had sets. There was a somewhat limited response to this question because it was added to the schedule after many of the questionnaires had been distributed and completed.

Opinion of TV as Now Operated in This Country

1. Respondents tended to have low opinions of television as it now operates in this country. Forty-five percent offering opinions thought it to be generally poor, while 23 percent considered TV programming to be more good than bad, especially if the viewer is selective.

(cont. from page 6.)

Cornell.

h. Reviewed and commented on a format for a live TV program at Cornell or elsewhere.
i. Served as a critic during production of a TV film at Cornell.
j. Served as a critic during rehearsal of a live TV program at Cornell or elsewhere.
k. Provided information for a TV film at Cornell.
l. Provided information for live TV Programs at Cornell or elsewhere.

Awareness and Evaluation of TV Educational Activities of the Colleges

Relating to TV Film Center at Cornell

1. Eighty-seven percent of the faculty respondents were aware that the colleges maintain a TV Film Center. Ninety-six percent of those with TV experience, as compared to 82 percent of those who were inexperienced, knew of the Center.
2. Forty-one percent of all respondents and 48 percent of those who were aware of the TV Film Center had visited the facility. Seventy percent of the experienced compared to 36 percent of the inexperienced respondents had visited the Center. Slightly more than one third of all respondents had talked with the director of the Center about its activities.
3. Of all respondents, 37 percent reported seeing, and could adequately identify, at least one film produced by the TV Film Center. Only 42 percent of those indicating an awareness of the Center said they had seen at least one such production.
4. Short, 4½-minute "Closer Look" films were considered to be combination teaching and public relations films by nearly two thirds of those who had seen them. "In the Darkest Places," a 13½-minute film, was considered primarily a teaching film, while "Aging and Independence," another 13½-minute film, was thought of as both a teaching and public relations production by 50 percent of those who had seen it and as purely a teaching film by

40 percent. A large majority of those classifying the "4-H Spots" considered them *public relations* productions.

5. Most respondents considered the Film Center productions they had seen to be *very worthwhile*--62 percent for "Closer Look" films to 74 percent for "In the Darkest Places."

Relating to Four Basic Classes of TV Programs of the Colleges[1]

1. Faculty members were relatively as well acquainted with *regularly scheduled county extension agents' programs* as with any of the four basic classes of TV programs of the colleges. Six percent of the 213 respondents providing information said they were *very well acquainted* with them, and 31 percent reported having *somewhat* of an acquaintance with this class.
2. The majority of the 48 respondents who were either *very well* or *somehwat acquainted* with *regularly scheduled extension agents' programs* and who rated them according to their educational value rated them only *average*. This class was ranked generally lower in educational value than the other classes of programs.
3. *Short course programs* were familiar to the fewest faculty members. Only six percent of 214 respondents were *very well acquainted* with them and 21 percent

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[1] The four classes of programs are: (1) regularly scheduled county extension agents' programs, (2) short course programs, both live and filmed, (3) short (4½ minutes) TV films produced by TV Film Center, and (4) longer (13½ minutes) TV films produced by TV Film Center.

were somewhat acquainted with them.

4. Fifty-nine percent of the faculty members who were acquainted with short course programs ranked their educational value high. Over 70 percent of the respondents in three specific groups, namely, Home Economics, those experienced with television, and extension specialists, rated this class high.
5. Faculty awareness of short TV films produced by the TV Film Center was about the same as for county agents' programs. Seven percent of 215 respondents were very well acquainted with this class of program while 30 percent were somewhat acquainted.
6. The educational value of short TV films produced by the TV Film Center was ranked high by over 50 percent of those in every group of respondents except those in Home Economics where 47 percent rated them high.
7. Six percent of 212 respondents indicated they were very well acquainted with longer films produced by the TV Film Center. One fourth of the respondents were somewhat acquainted with this class of program.
8. The majority of faculty members acquainted with longer TV films produced by the TV Film Center ranked the educational value of these productions high. Nearly three fourths of the 42 respondents to this question rated this class high.
9. The percentages of experienced faculty members rating the four classes of programs high educationally were: class

(1), regularly scheduled county extension agents' programs, 29; class (2), short course programs, both live and filmed (for example, "Sew for Growth"), 74; class (3), short (4½ minutes) TV films produced by TV Film Center, 57; and class (4), longer (13½ minutes) TV films produced by TV Film Center, 83.

Attitudes Toward TV as an Educational Medium for Reaching Out-of-School People

Opinion of TV as an Educational Medium

1. Television was considered an important medium for reaching out-of-school people with educational information. Thirty-five percent of the 225 respondents thought of it as one of the better ways, and 52 percent felt that it offers some opportunity.

Opinion as to What Should Be Done About TV

1. The majority of the 219 respondents to this question, 54 percent, felt that their colleges should at a minimum experiment with television as an educational medium for reaching out-of-school people. Another 35 percent responded that the colleges should develop a broad policy with respect to its use. Forty-eight percent of those with TV experience, compared with 58 percent of the inexperienced respondents, thought the colleges should at a minimum experiment with TV.

Opinion About TV Compared to Other Communication Media

1. Of nine informational sources for reaching the general public with agricultural and home economics information,

newspapers were ranked first by the majority of respondents.

2. Television films ranked as the medium of fourth importance when the rankings of each respondent were weighted.

Willingness to Participate in TV Activities

1. Faculty members felt they should assume responsibilities for assisting with a TV educational program for the general public. Only 10 percent of 219 respondents indicated they should have no responsibility for such efforts. The most often selected jobs which faculty members felt they could perform were: getting together useful subject matter (81 percent of 185 respondents), reviewing scripts (79 percent of 184 respondents), and suggesting topics with annotations (66 percent of 184 respondents). Script-writing was the least popular job.
2. Fifty-three percent of all faculty respondents indicated the amount of time they were willing to devote to participation in TV activities. Sixty-one percent of the group would give from one to five days per year, and 25 percent from six to 10 days.

Participation in TV Films and Live Programs

Participation in Filmed TV

1. Only 12 percent of all respondents (226) had assisted in producing a film for the TV Film Center. Of this group, 59 percent were experienced in TV production, 52 percent extension specialists, and 52 percent from the College of Home Economics.

2. Eighty-one percent of the 27 faculty members who had participated in producing TV films did so by providing information. Two thirds reviewed and commented on scripts.

Participation in Live TV

1. Forty-two percent of the 223 reporting said they had participated in live TV at Cornell or elsewhere. Only three percent said they had participated frequently. Seventy percent of participants in live TV were extension specialists.
2. Sixty-seven percent of those who had given time to live TV did so by providing information. Sixty-eight percent appeared as the major personality (teacher).

Suggestions Relating to TV Programs and Audiences

Number and Percent of Faculty Members Suggesting Topics for TV Programs

1. Faculty members suggested 378 topics which they felt would be worthwhile for TV and which were specific enough to be categorized according to topic and audience to which they would be directed.
2. Suggestions came from 129 faculty members or 57 percent of the respondents. Respondents made an average of about three suggestions each.

Classes of Suggested TV Topics

The categories of topics suggested and the percent of those suggesting them are presented in the following material:

1. Agricultural topics of general or non-farm interest	34%
2. Home economics topics of interest mainly to housewives	21%
3. Topics of general interest	12%
4. Home economics topics of general interest	12%
5. Agricultural topics mainly of interest to farm audience	11%
6. Topics primarily for 4-H and other young people	10%
Total	100%

Audiences to Whom Suggested Topics Would be Directed

Under each of the major topic headings are the audiences suggested by 10 percent or more of the respondents making the topic suggestions:

1. Agricultural topics of general or non-farm interest

General public	35%
Homeowners	18%

2. Home economics topics of interest mainly to housewives

Housewives	32.5%
General Public	20%
Consumers	11%

3. Topics of general interest

General public	49%
Adults	13%

4. Home economics topics of general interest

General public	25%
Adults	16%
Families	16%
Consumers	11%
Parents	11%

5. Agricultural topics mainly of interest to farm audience

Farmers	42.5%
Dairy farmers	15.0%
Rural audience, farm and non-farm	15.0%
Producers	12.5%

6. Topics primarily for 4-H and other young people

High school students	36%
Youth--rural and urban	19%
Rural high school students	14%
4-H leaders and members	14%

Assumptions About Using TV as a Means of Reaching the General Public

1. In making suggestions for topics, 84 percent of the 137 respondents said they did so because they had the assumption that the colleges have resources for conducting off-campus education. Nearly three fourths assumed that educational TV should give people an understanding of basic principles in various subject-matter fields.
2. Sixty-four percent of those making suggestions assumed a public-relations aspect to educational TV.
3. The main assumptions in listing topics and audiences for television by respondents experienced in TV and those inexperienced were identical and in the same order as for all respondents.
4. Only one percent assumed that the colleges could better utilize their resources by not having a TV educational program for off-campus people.

Rating of Importance of Selected Audiences for TV Educational Programs

1. Of 19 selected audiences, housewives and general public were rated very important by the largest percentage of respondents.
2. The four audiences rated very important by the largest percentages of respondents from the College of Agriculture were, in order: (1) general public, (2) farm housewives, (3) commercial farmers, and (4) suburban housewives.
3. The four audiences rated very important by the largest percentages of respondents from the College of Home Economics were, in order: (1) suburban housewives, (2) city housewives, (3) farm housewives, and (4) community and organization leaders.
4. As indicated below, respondents classified as experienced with TV were somewhat different from the inexperienced in terms of which audiences the largest percentage of respondents felt were very important.

Selected as very important potential audiences by 40 percent or more of those experienced in TV production and responding to the question:

a. general public	62%
b. city housewives	52%
c. suburban housewives	52%
d. farm housewives	44%
e. people interested in home grounds	44%

Selected as very important potential audiences by 40 percent or more of those inexperienced in TV production and responding to the question:

a. farm housewives	54%
b. suburban housewives	43%
c. commercial farmers	42%
d. 4-H leaders or potential leaders	42%
e. city housewives	41%
f. general public	40%

Suggestions Relating to Methods of TV Operations

Relating to TV Film Center at Cornell

1. The two purposes for television programs produced by the colleges for the general public selected most often by the 211 faculty respondents were: to teach off-campus people an understanding of principles in various subject-matter fields which they can, on their own, apply to practical problems (83 percent); and to teach off-campus people useful information related to practical problems (70 percent). Twenty-eight percent selected all four purposes.
2. There were no conclusive results as to how the faculty thinks the TV Film Center should operate. Of the 140 respondents to this question, 39 percent felt that subject matter should be programmed by the Extension Service utilizing its specialists with the TV Center providing technical advice and production facilities. Thirty-four percent felt that the educational function should be turned over to the Center with the Center requesting services of faculty members or paying outsiders for help in making productions.

3. Respondents from Home Economics were more inclined than other groups of respondents to choose the first method above. Forty-five percent of the 31 respondents made that choice compared to 26 percent for the second method.

4. There was little difference between respondents with TV experience and those with no experience. Of the 54 respondents with experience, 37 percent thought subject matter should be programmed by the Extension Service, whereas 35 percent felt the educational function of TV should be turned over to the Center. Forty percent of those responding to the question who were classified as inexperienced in TV thought that the Extension Service should do the programming, while 34 percent were in favor of turning the function over to the Film Center.

5. The majority of extension specialists,[1] 54 percent, either didn't know if there would be any conflict between films and live programs of agents (33 percent) or didn't answer the question (21 percent). Of the 47 who did offer an opinion, 83 percent thought there would be no conflict.

6. Of the 27 extension specialists experienced in TV work who offered an opinion, 23 (85 percent) said there would be no conflict. Eighty percent of the 20 inexperienced specialists who offered an opinion thought there would be no conflict.

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[1] This topic was explored with extension specialists only.

7. Of the 192 faculty members who responded to a question on how to overcome a regression in the quality of time provided by commercial stations for educational TV films, the most often mentioned solution was to improve programs. Only seven percent indicated that TV activities over commercial outlets should be reduced or discontinued or that there was nothing which can be done.

Who Should Propose TV Topics

1. Twelve percent of 202 respondents checked only a single individual or group as the one to propose TV topics.
2. The staff of the TV Film Center was considered as the single source of topics by only one half of one percent of the respondents to the question, but when considered in terms of working with another person or group, two thirds of the respondents chose this group.
3. A special TV committee was checked by five percent of the faculty responding to the question as the one group to propose topics, but 54 percent selected such a committee along with others for performing this function.
4. Deans and directors were chosen by the fewest number of respondents as the single source for selecting topics for TV.

Faculty Views on Selected TV Functions of the Department of Extension Teaching and Information

1. Seventy-three percent of the 136 respondents answering the question considered an in-service training program for potential television participants a good idea. Two

thirds of the inexperienced respondents and 82 percent of those who were experienced favored the idea.

2. Sixty-four percent of the 143 faculty respondents thought it would be a good idea for the Film Center to set up some criteria for departments to use in screening TV personalities (teachers). Seventy percent of those experienced in TV work and who answered the question, compared with 60 percent of those who were inexperienced thought this to be a good idea.
3. The most favored of the possible functions of the Department of Extension Teaching and Information was setting up criteria for use in evaluating proposed topics. Eighty-nine percent of the 163 respondents were in favor of this. There was a high degree of consistency with respect to the percentage favoring the idea among the various groups of respondents.

Major Considerations for Planning TV Programs

There were 398 ideas presented by faculty members pertaining to major considerations they would want to have clearly stated in planning a live or filmed television program to make it an effective educational tool. These ideas are grouped below:

1. Programming (24 percent of all comments)
   Method of presentation--quality--single program or series--time of presentation--length
2. Subject matter (20 percent of all comments)
   Content--timely topics, authoritative and informative--accuracy--relationship to past and subsequent programs--

interest and needs of audience--basic principles--relationship to over-all program

3. Audience (20 percent of all comments)
   Size and make-up--amount of audience participation--geographic area to be covered--evaluation of results
4. Purposes and objectives of the program (11 percent of all comments)
5. Resources available (11 percent of all comments)
   Money (cost)--time involved--technical help--qualified performers (professionals)
6. Responsibilities for production (nine percent of all comments)
   Lines of authority--relationship of subject-matter specialists and TV Center
7. Miscellaneous (five percent of all comments)

Relationship of Specialists and Agents in TV Work

1. Specialists were given a list of six roles they could perform. Four of these were selected by over half of the 72 respondents:
   a. Suggest timely subject-matter topics, 74 percent
   b. Prepare scripts with the assistance of TV specialists, 68 percent
   c. Prepare and send out subject matter, 63 percent
   d. Train agents to be teachers in their subject-matter fields, 61 percent

   Specialists experienced in TV work were more willing to act as teachers for TV programs than were those classified as inexperienced. Forty-six percent of the experienced specialists who responded to the question selected the role of teacher as a possibility compared with 21 percent of the responding inexperienced specialists.

2. Fifty-nine percent of the 79 extension specialists responding considered the best way for agents and specialists to work together in planning TV programs was to have the specialists in given subject-matter fields and agents assigned to those fields meet annually and plan jointly TV programs for various viewing areas; at these meetings the agents and specialists would divide among themselves the jobs to be done.

Participation in State-wide TV Educational Network

1. Eighty-one percent of the 226 respondents to the questionnaire favored the colleges' participation in a proposed state-wide educational TV network.

Views of Departmental Heads on Off-campus TV Activities

1. Six of the 10 department heads who reported thought they should take leadership in stimulating interest in TV as a medium for the teaching of the department's subject matter to the general public.
2. Five of eight department heads thought TV should be used to help obtain public support for their departmental work.
3. Over half of the 14 department heads reporting have had discussions with their staffs in the past two years about the use of television in communicating with the general public.

Opinion of the Study

1. Seventy percent of the 195 respondents thought the study to be a good idea. Twenty-seven percent doubted the wisdom of it, and only one percent said it should not have been done.
2. The following are the most common reasons for favoring the study:
   - a. Gives cross-section of opinion.
   - b. Makes faculty more aware of the importance and problems of TV for educational uses.
   - c. Gives opportunity for expression of ideas to see where the faculty stand.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By the Faculty

The Respondents

Returns and Classifications

Faculty members of both the College of Agriculture and the College of Home Economics and at each professorial rank were included in this survey. The only members excluded were those with primarily administrative responsibilities and those on leave.[1] Most of the potential respondents were contacted personally about the study and questionnaire. Follow-up contacts were made in cases where schedules were not returned after a reasonable period of time.

At the time the survey was initiated, 301 members of the College of Agriculture faculty and 88 in Home Economics were considered eligible to receive questionnaires. Fifty-eight percent of the 301 members of the College of Agriculture faculty and 57 percent of the 88 members of Home Economics faculty completed and returned questionnaires. A total of 226 or 58 percent of 389 potential respondents responded to the questionnaire.

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[1] Deans, directors, coordinators and faculty members assigned to extension leaders' offices were not included in this survey, but were surveyed separately as a part of the over-all study. Also those assigned primarily to the Counseling Service in the College of Home Economics were not included in this survey.

Seventy-eight percent of the 226 respondents were from the College of Agriculture and 22 percent from Home Economics.

The distribution of respondents according to professorial rank was similar to the actual distribution of all faculty members. The widest discrepancy occurred with the Home Economics faculty where 54 percent of the respondents were associate professors, while only 43 percent of the staff hold that rank. Of all completed questionnaires, 39 percent were from full professors, 38 percent from associate professors, and 23 percent from assistant professors.

Slightly more than one half of the respondents (52 percent) had been on the staff at Cornell for 10 years or more. One fourth were newcomers with less than five years of experience as Cornell faculty members.

The survey included faculty members with primary responsibilities for teaching, research, and extension. Respondents from the College of Agriculture spent considerably more of their time doing research than those in Home Economics. Forty-two percent of those from Agriculture compared with 18 percent from Home Economics reported devoting fifty percent or more of their time to research (Table 1). On the other hand, respondents from the College of Home Economics tended to spend a larger share of their time teaching than did those in Agriculture. One fifth of the Home Economics group spent 90 percent or more of their time teaching, while only three percent of the College of Agriculture group spent this much time teaching.

Table 1

Percent of Time Respondents Devote to Teaching, Research, and Extension

Percent of time	Teaching			Research			Extension		
	Agr. faculty (N = 175)[a]	Home Ec. faculty (N = 50)	Total (N = 225)[a]	Agr. faculty (N = 175)	Home Ec. faculty (N = 50)	Total (N = 225)	Agr. faculty (N = 175)	Home Ec. faculty (N = 50)	Total (N = 225)
					Percent				
0- 4	31	36	32	20	56	28	45	60	49
5- 9	4	2	4	1	2	1	7	2	6
10- 19	7	2	6	6	4	6	9	2	7
20- 29	16	8	13	13	14	13	6	2	5
30- 39	7	0	6	9	2	7	4	0	3
40- 49	5	4	5	9	4	8	1	0	.5
50- 59	21	10	18	19	8	17	2	0	1
60- 69	3	4	3	4	2	4	5	0	4
70- 79	2	10	4	7	4	7	5	2	4.5
80- 89	1	4	2	3	0	2	2	0	1
90-100	3	20	7	9	4	7	14	32	19
Total	100	100	100	100	100	100	100	100	100

[a] One person gave no information.

Respondents who reported devoting 10 percent or more of their time to extension work were classified as "extension specialists." Of all those answering the questionnaire, 102 or 45 percent were so classified. Forty-eight percent of the respondents from Agriculture and 38 percent from Home Economics gave 10 percent or more of their time to extension work.

One of the chief ways of classifying respondents for purposes of analyzing data was according to the amount of their experience in working with television.[1] One third of the respondents were classified as having had TV experience. This includes 31 percent of those from the College of Agriculture and 42 percent from Home Economics. Slightly more than one half of those who could be classified as extension specialists were experienced in television production, while less than one fifth of the faculty exclusive of extension specialists were so classified (Table 2).

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[1] Experienced faculty members were those who according to information provided in their questionnaire had performed one or more of the following:

1. Appeared as a major personality (teacher) for a TV film or live program at Cornell or elsewhere.
2. Prepared a script entirely for a TV film or for a live program at Cornell or elsewhere.
3. Appeared as a supporting personality (assistant teacher) and helped prepare a script for a TV film or live program at Cornell or elsewhere.
4. None of the above but any six of the following operations:
    - a. Appeared as supporting personality (teacher) for a TV film at Cornell.
    - b. Appeared as supporting personality (teacher) for a live TV program at Cornell or elsewhere.
    - c. Proposed a TV film at Cornell.
    - d. Proposed a live TV program at Cornell or elsewhere.
    - e. Helped prepare a script for a TV film at Cornell.
    - f. Helped prepare a format for a live TV program at Cornell or elsewhere.
    - g. Reviewed and commented on a script for a TV film at Cornell.
    - h. Reviewed and commented on a format for a live TV program at Cornell or elsewhere.
    - i. Served as a critic during production of a TV film at Cornell.
    - j. Served as a critic during rehearsal of a live TV program at Cornell or elsewhere.
    - k. Provided information for a TV film at Cornell.
    - l. Provided information for live TV programs at Cornell or elsewhere.

Table 2

Number and Percent of Selected Groups of Faculty Members Classified as Experienced With Television

Group	Number experienced	Percentage this group is of all experienced	Percentage of this group classified as experienced
		(N = 75)	
Agricultural faculty	54	72	31 (N = 176)
Home Economics faculty	21	28	42 (N = 50)
Extension specialists[a]	51	68	50 (N = 102)
Faculty exclusive of extension specialists	24	32	19 (N = 124)
Agricultural extension specialists[a]	40	53	48 (N = 83)
Home Economics extension specialists[a]	11	15	58 (N = 19)

[a] Extension specialists are defined in this study as faculty members devoting 10 percent or more of their time to extension work.

Ownership of TV Sets

Primarily because the question regarding ownership of TV sets was added to the questionnaire after many of them had been returned, less than half of the respondents reacted to the question. However, a high percent (84) of those answering had TV sets (Table 3).

Table 3

Number and Percentage Distribution of Faculty Members Having TV Sets

Group	Number having TV	Percentage[a] having TV	Number giving no information
Agricultural faculty	136	87	19
Home Economics faculty	9	60	35
Agricultural extension specialists	65	89	10
Home Economics extension specialists	3	43	12
Experienced with TV	46	84	20
Inexperienced with TV	99	85	34
ALL respondents	145	84	54

[a] Percentage of total having TV is based on the 172 answering the question.

Opinion of TV as Now Operated in This Country

The question on opinion of TV as now operated in this country was added after many questionnaires had been returned; therefore the number answering the question was much smaller than the total number of respondents. Opinions tended to lean to the side that it is of poor quality. Responses were grouped into three very general categories as follows:

	Number of responses	Percent
1. Good--more good than poor, especially if selective	37	23
2. Good to poor--much improvement possible, few good shows--sports, documentaries, news	51	32
3. Generally poor--aims too low intellectually, commercials very bad	71	45
Total	159	100

Awareness and Evaluation of TV Activities Of the Colleges

Relating to TV Film Center at Cornell

Awareness of the TV Film Center. One of the key interests of this study was the awareness and attitudes of the faculty to the use of TV by the colleges for reaching out-of-school people. It is hoped that this knowledge will be helpful in planning TV activities in the future, especially where it concerns the part to be played by subject-matter specialists. A high proportion of the faculty, 87 percent, were aware that the colleges maintain a TV Film Center. A somewhat higher proportion of the staff from Home Economics than from Agriculture were aware of the Center's existence. Ninety-six percent of the respondents classified as experienced compared to 82 percent of those classified as inexperiended were aware of the TV Film Center.

Visits to the TV Film Center. Of those who were acquainted with the Center, less than half, 48 percent, had ever visited the facility. Forty-one percent of all the respondents had been there. Of the respondents who had past TV experience, 70 percent had visited the Center, but only 36 percent of those inexperienced with TV had been there. Although almost all of those classified as extension specialists knew about the Center, less than two thirds of them had ever visited it and only one half had talked with the Director about the work of the TV Film Center. Slightly over one third of all staff members responding to the survey had at some time talked with the Director about the activities of the Center.

Viewed a film or films produced by the TV Film Center. Faculty members who were aware of the existence of the TV Film Center were asked if they had ever seen any films produced by the Center and, if so, to name them. Of those who indicated an awareness of the Center, only 83, or 42 percent, said they had seen at least one of its productions. Staff members from Home Economics and extension specialists showed the highest degree of acquaintance with the productions.

Classification of TV films viewed. Those who had viewed films produced by the Film Center were asked to give their reactions to each, indicating whether they felt it was:

(1) essentially a teaching film, (2) essentially a public relations film, or (3) both a teaching and public relations film. Also, the respondents were asked to rate each production according to its worthwhileness.

At the time the study was initiated there were from 15 to 20 productions which might have been seen by members of the faculty. The majority of the TV films are of the "Closer Look" series, four to five minutes, consumer-oriented productions. Two of the films, "Aging and Independence" and "In the Darkest Places" are 13½ minutes long. Other productions are spot announcements of various college sponsored programs up to one minute in length. Respondents were asked to recall, rather than to simply check, which of the productions they had viewed. The following films were recalled by one or more of the staff:

A Closer Look at Potatoes
A Closer Look at Eggs
A Closer Look at Ham
A Closer Look at Cheese
A Closer Look at Turkey
Aging and Independence
Announcement for Operation Advance
A Closer Look at Maple Syrup
A Closer Look at Cherries
A Closer Look at Peaches
A Closer Look at Apples
In the Darkest Places
4-H Spot Announcements

Unfortunately, none of the films had been seen by enough of the faculty members to make any valid evaluations of the individual productions. Sixty-three percent of all respondents reported that they either did not know about the Center or had seen no films produced by it. "A Closer Look at Potatoes" was seen by the largest number, but then by only 22. Of those viewing "A Closer Look at Potatoes," 12 considered the film to be for *both teaching and public relations* while five thought it to be essentially a *teaching film*, and five considered it primarily for *public relations*.

Table 4 shows how respondents classified films produced by the Center. Nearly two thirds of those who had seen any "Closer Look" films classified them as being for both teaching and public relations. One of the longer films, "In the Darkest Places" was considered by most to be a teaching film, while those who viewed "Aging and Independence" were almost evenly divided between calling it a teaching film only and both a teaching and public relations film. As might be expected, a large majority of those classifying the "4-H Spots" considered them public relations productions.

Table 4

Classification by Faculty Members
Of Productions of TV Film Center

Primary type of film	Closer Look Films (N=64)[a]	In the Darkest Places (N=19)	Aging and Independence (N=10)	4-H Spots (N=13)[b]
		Percent		
Teaching	27	84	40	8
Public relations	11	5	10	84
Both teaching and public relations	62	11	50	8
Total	100	100	100	100

[a] The N for the "Closer Look" films is the sum of all viewers who saw the different films in the series. Thus a viewer may be counted more than one time.

[b] The N for the "4-H Spots" is the sum of viewers who saw at least one of the spots. No viewer was counted more than one time.

Rating of TV films viewed. Most of the respondents evaluated the TV Film Center productions as being very worthwhile (Table 5). They were not asked to evaluate the films in terms of any particular audience or against any specific standards.

Table 5

Rating by Faculty Members
Of Productions of TV Film Center

Value	Closer Look Films (N=64)[a]	In the Darkest Places (N=19)	Aging and Independence (N=10)	4-H Spots (N=13)[b]
	Percent			
Very worthwhile	62	74	70	69
Moderately worthwhile	36	26	30	23
Little value	2	0	0	8
Total	100	100	100	100

[a] The N for the "Closer Look" films is the sum of all viewers who saw the different films in the series. Thus a viewer may be counted more than one time.

[b] The N for the "4-H Spots" is the sum of viewers who saw at least one of the spots. No viewer was counted more than one time.

Table 6 shows the relationship between the faculty's conception of type of film and value of each TV type. Although the numbers are small, the data indicate that in general the faculty feels quite satisfied with the value of the films irrespective of how they classified them.

Table 6

Rating by Faculty Members of TV Films Produced by the TV Film Center, According to Type of Film

Films and value	Teaching films	Public relations films	Both teaching and public relations films
	Primary type of film		
		Percent	
"Closer Look" films:	(N=16)	(N=7)	(N=40)
Very worthwhile	62	29	68
Moderately worthwhile	38	71	30
Little value	0	0	2
Total	100	100	100
"In the Darkest Places":	(N=15)	(N=1)	(N=2)
Very worthwhile	73	100	50
Moderately worthwhile	27	0	50
Little value	0	0	0
Total	100	100	100
"Aging and Independence":	(N=4)	(N=1)	(N=5)
Very worthwhile	100	0	60
Moderately worthwhile	0	100	40
Little value	0	0	0
Total	100	100	100
"4-H Spots":	(N=1)	(N=10)	(N=1)
Very worthwhile	100	70	100
Moderately worthwhile	0	20	0
Little value	0	10	0
Total	100	100	100

Relating to Four Basic Classes of TV Programs of the Colleges

All faculty members were asked to indicate how well acquainted they were with four classes of TV educational efforts of the colleges and then to rate these efforts. The productions were classified in the questionnaire as follows:

1. Regularly scheduled county extension agents' programs; usually live; length 10, 15, 20 and 30 minutes; county agents, principal personalities (teachers), with specialists as occasional guests; usually one lesson only but a few series of lessons have been presented; telecast over commercial stations; some of these programs are: "You and Your Family" from Buffalo, "Open House--Homemaking and You" from Binghamton, "Party-Line" from Syracuse.
2. Short course programs; both live and filmed productions; length 30 minutes; college specialists, principal personalities (teachers); five to eight lessons on succeeding days or weeks; pre-registered audiences to whom printed material was sent in advance; telecast over commercial stations; program titles--"Sew for Growth," "Farm Management," and "Dairy Cattle Feeding School."
3. Short TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 4½ minutes; produced with help of college specialists and researchers; narrator usually a skilled TV personality employed under contract; telecast principally over commercial stations; general title of films: "Closer Look" series; included

are films on potatoes, eggs, ham, milk, peaches, etc., with consumer orientation.

4. Longer TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 13½ minutes; college specialists and researchers, principal personalities (teachers); telecast principally over commercial stations; titles of films: "In the Darkest Places" (deals with clothes moths, carpet beetles, and serious pests of woolen goods) and "Aging and Independence" (deals with problems of aged).

Awareness of class (1) programs. Faculty members were relatively well acquainted with regularly scheduled county extension agents' programs as with any of the four classes of television programs. In total, 78 of the respondents indicated that they were either very well acquainted or somewhat acquainted with this class (Table 7). Although only six percent of all respondents were very familiar with this class, nearly one third were at least somewhat familiar with them.

Table 7

Acquaintance of Faculty Members With Regularly Scheduled County Extension Agents' Programs (Class 1)

Acquaintance	Total staffs (N=213)	Exp. with TV (N=71)	Inexp. with TV (N=142)	Ext. spec. (N=95)	Faculty exclusive of ext. spec. (N=118)	Agr. faculty (N=166)	Home Ec. faculty (N=47)
				Percent			
Very well	6	14	1	12	1	5	6
Somewhat	31	42	26	46	19	28	43
Only as described	63	44	73	42	80	67	51
Total	100	100	100	100	100	100	100

Rating of class (1) programs. In rating county agents' television programs, faculty members who were either very well or somewhat acquainted with the programs judged them to be of generally less educational value than the other classes of programs. Nearly two thirds of the qualified (very well acquainted or somewhat acquainted with) Home Economics respondents ranked the class (1) programs high in value, but less than 30 percent of most of the groups of respondents ranked these high with the majority in all of these groups ranking them only average in value (Table 8).

Table 8

Ratings by Faculty Members of Educational Value of Regularly Scheduled County Agents' Programs on TV (Class 1)[a]

Rating	Total group (N=48)	Exp. with TV (N=28)	Inexp. with TV (N=20)	Ext. spec. (N=32)	Faculty exclusive of ext. spec. (N=16)	Agr. faculty (N=35)	Home Ec. faculty (N=13)
				Percent			
High	27	29	25	31	19	14	62
Average	67	64	70	63	75	77	38
Poor	6	7	5	6	6	9	0
Total	100	100	100	100	100	100	100

[a] Ratings were by respondents who indicated they were very well acquainted with or somewhat acquainted with the class of production

Awareness of class (2) programs. Short course programs were familiar to the fewest numbers of faculty members. While about the same percentages of the various groups of respondents were very well acquainted with this class of programs as with the other classes, only 21 percent of all respondents were somewhat acquainted (Table 9). Over one half of all the groups of respondents indicated that their only acquaintance with short course programs was the description in the questionnaire.

Table 9

Acquaintance of Faculty Members
With Short Course Programs (Class 2)

Acquaintance	Total staffs (N=214)	Exp. with TV (N=72)	Inexp. with TV (N=142)	Ext. spec. (N=97)	Faculty exclusive of ext. spec. (N=117)	Agr. faculty (N=167)	Home Ec. faculty (N=47)
				Percent			
Very well	6	13	3	10	3	4	13
Somewhat	21	25	20	29	15	18	34
Only as described	73	62	77	61	82	78	53
Total	100	100	100	100	100	100	100

Rating of class (2) programs. Those faculty members who were acquainted with short course programs tended to rank their educational value as high. Over 70 percent of the qualified respondents in three of the groups, Home Economics, those experienced with TV, and extension specialists rated them high (Table 10).

Awareness of class (3) programs. Faculty acquaintance with short TV films produced by the TV Film Center was about the same

Table 10

Ratings by Faculty Members of Educational Value Of Short Course Programs (Class 2)[a]

Rating	Total group (N=44)	Exp. with TV (N=23)	Inexp. with TV (N=21)	Ext. spec. (N=28)	Faculty exclusive of ext. spec. (N=16)	Agr. faculty (N=28)	Home Ec. faculty (N=16)
	Percent						
High	59	74	43	71	38	46	81
Average	39	26	52	29	56	50	19
Poor	2	0	5	0	6	4	0
Total	100	100	100	100	100	100	100

[a] Ratings were by respondents who indicated they were very well acquainted with or somewhat acquainted with the class of production.

as for county agents' programs. The number very well acquainted with this class ranged from 17 percent of those experienced with TV to one percent of those inexperienced with TV (Table 11).

Table 11

Acquaintance of Faculty Members With Short TV Films Produced by the TV Film Center (Class 3)

Acquaintance	Total staffs (N=215)	Exp. with TV (N=72)	Inexp. with TV (N=143)	Ext. spec. (N=96)	Faculty exclusive of ext. spec. (N=119)	Agr. faculty (N=167)	Home Ec. faculty (N=48)
	Percent						
Very well	7	17	1	10	3	6	8
Somewhat	30	43	24	48	16	25	48
Only as described	63	40	75	42	81	69	44
Total	100	100	100	100	100	100	100

Rating of class (3) programs. The educational value of short TV films produced by the TV Film Center was rated high by over 50 percent of those in every group but one (Table 12). Forty-seven percent of those in Home Economics qualified to rank the films rated them high.

Table 12

Ratings by Faculty Members of Educational Value Of Short TV Films Produced by the TV Film Center (Class 3)[a]

Rating	Total group (N=56)	Exp. with TV (N=35)	Inexp. with TV (N=21)	Ext. spec. (N=39)	Faculty exclusive of ext. spec. (N=17)	Agr. faculty (N=37)	Home Ec. faculty (N=19)
				Percent			
High	57	57	57	54	65	62	47
Average	38	40	33	41	29	33	48
Poor	5	3	10	5	6	5	5
Total	100	100	100	100	100	100	100

[a] Ratings were by respondents who indicated they were very well acquainted with or somewhat acquainted with the class of production.

Awareness of class (4) programs. Six percent of all respondents indicated they were very well acquainted with longer films produced by the TV Film Center. The range was 14 percent of those experienced with TV to only one percent of those inexperienced with TV (Table 13). Half or more of those in every group except Home Economics only knew as much about this class of program as was described in the questionnaire.

Table 13

Acquaintance of Faculty Members With Longer Films Produced by the TV Film Center (Class 4)

Acquaintance	Total staffs (N=212)	Exp. with TV (N=70)	Inexp. with TV (N=142)	Ext. spec. (N=96)	Faculty exclusive of ext. spec. (N=116)	Agr. faculty (N=165)	Home Ec. faculty (N=47)
				Percent			
Very well	6	14	1	9	3	5	6
Somewhat	25	36	20	41	12	18	51
Only as described	69	50	79	50	85	77	43
Total	100	100	100	100	100	100	100

Rating of class (4) programs. The majority of faculty members acquainted with longer TV films produced by the TV Film Center at Cornell ranked the educational value of the productions as high (Table 14). The percentage of the total group ranking this class high was greater than for any class of program.

Table 14

Ratings by Faculty Members of the Educational Value Of Longer TV Films Produced by the TV Film Center (Class 4)[a]

Rating	Total group (N=42)	Exp. with TV (N=23)	Inexp. with TV (N=19)	Ext. spec. (N=29)	Faculty exclusive of ext. spec. (N=13)	Agr. faculty (N=23)	Home Ec. faculty (N=19)
				Percent			
High	74	83	63	79	62	74	74
Average	24	17	32	17	38	22	26
Poor	2	0	5	4	0	4	0
Total	100	100	100	100	100	100	100

[a] Ratings were by respondents who indicated they were very well acquainted with or somewhat acquainted with the class of production.

Attitudes Toward TV as an Educational Medium For Reaching Out-of-School People

Opinion of TV as an Educational Medium

Regardless of what experience or exposure faculty members have had with the television efforts of the colleges, policy decisions must be made which will affect and involve them. One of the important factors influencing these decisions and how they are approached is the current attitudes among the faculty regarding the use of television by the colleges. Just over one half of the faculty members responding to the survey considered television to offer some opportunity for reaching out-of-school people (Table 15). Over one third, 35 percent, thought of it as one of the better mediums, only one percent thought of it as a poor medium or a waste of resources which should not be used.[1]

Table 15

Views of Faculty Members Regarding TV
As a Medium for Reaching Out-of-School Audiences

Reaction	Total (N=225)	Exp. with TV (N=75)	Inexp. with TV (N=150)	Ext. spec. (N=101)	Faculty exclusive of ext. spec. (N=124)	Agr. faculty (N=176)	Home Ec. faculty (N=49)
				Percent			
One of the better ways	35	36	33	34	35	32	43
Offers some opportunity	52	59	50	60	46	54	47
A poor medium	0.5	0	1	0	1	1	0
A waste of resources and should not be used	0.5	0	1	0	1	1	0
Don't know enough about it to have an opinion	12	5	15	6	17	12	10
Total	100	100	100	100	100	100	100

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[1] The opinions of the respondents concerning how TV is now operated in this country were discussed on page 30. The reason for obtaining this information was to gain some impression as to whether or not it could be expected that these opinions of the respondents might influence their thinking about educational TV. Because of the difficulty involved in classifying the respondents' opinions of TV, no attempt has been made to introduce into the main body of the report any analysis of the association of these opinions with the respondents' views on educational TV. However,

(Continued on page 46)

Opinion as to What Should Be Done About TV

The questionnaire contained the following statement: "TV appears to be developing rapidly as an educational medium for reaching out-of-school people and the college (faculty of each college applied question to their college) should: (1) as a minimum experiment with it, (2) develop a broad policy with respect to its use, or (3) give it little or no attention until we are more sure about its development." Respondents could also choose, "disagree that TV appears to be a rapidly developing medium for educating out-of-school people." The majority of all faculty members, 54 percent, felt that the colleges should at a minimum experiment with television as an educational medium (Table 16).

Opinion About TV Compared to Other Communication Media

Television is not currently considered by faculty members to be a communications medium of primary importance for reaching the general public with information from the Colleges of Agriculture and Home Economics. In ranking nine informational sources, more faculty members checked newspapers than any other source as their first choice for getting out educational information. About one third selected this medium. Table 17 shows which media various groups of faculty members ranked first through fifth in importance for reaching the public. Home Economics extension

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(Continued from page 45)

an attempt was made to relate the opinions of all respondents regarding TV as operated in this country to their views regarding TV as an educational medium for out-of-school people. The relationship was tested by X^2 and found to be non-significant with a $P < .70$ for the X^2 value.

Table 16

How Selected Groups of Faculty Members Feel the Colleges Should Treat the Rapidly Developing Medium of TV For Educating Out-of-School People

Reactions	Total (N=219)	Exp. with TV (N=72)	Inexp. with TV (N=147)	Ext. spec. (N=97)	Faculty exclusive of ext. spec. (N=122)	Agr. faculty (N=171)	Home Ec. faculty (N=48)
				Percent			
As a minimum experiment with it	54	48	58	51	58	57	46
Develop a broad policy with respect to its use	35	39	33	37	34	34	40
Give it little or no attention until we know more about its development	2	1	2	1	2	1	4
Experiment with it and develop a broad policy with respect to its use	2	1	3	2	2	2	4
Disagree that it is repidly developing	5	10	2	7	2	5	2
Don't know	2	1	2	2	2	1	4
Total	100	100	100	100	100	100	100

specialists were the only respondents who selected a different medium, bulletins, more than any other as the means of first importance for reaching off-campus people. It can be seen that after ranking the medium of first importance, respondents tended to be less definite in their choices. For example, bulletins were ranked second, third and fifth in importance by the largest group of Agricultural respondents, but by less than 20 percent in each instance. Several other media were close to being ranked in these positions. Although magazines were not ranked in any position by the largest percentage of respondents from Agriculture or Home Economics, enough from both groups did rank them as third most important so that the all-faculty total puts magazines in this position.

Another, and perhaps more adequate, analysis of the faculty's comparative views on the importance of various communication media for reaching the general public is printed in Table 18. The table gives the number of respondents who ranked all the media from first to fifth importance. The media are listed according to a weighted ranking system which assigned one point for each respondent ranking a medium of first importance, two points for second importance, etc. The sum of these weighted rankings were then divided by the number ranking each medium to obtain an average score. The informational source with the smallest average score was considered to be in first position for reaching the public and the one with the next lowest average score to be in second position, etc. With this system, newspapers, bulleting, radio and television in order were considered the top media.

Table 17

Ranking by Selected Groups of Faculty Members of Media for Reaching the General Public

Group	Rank of media for reaching general public with percent for each[a]				
	1	2	3	4	5
Agricultural faculty	Newspapers (32)	Bulletins (17)	Bulletins (19)	Radio (17)	Bulletins Radio TV films (15)
Home Economics faculty	Newspapers (28)	Bulletins (24)	TV films (34)	TV films (23)	Radio Live TV (21)
Agr. ext. specialist	Newspapers (32)	Bulletins (20)	Bulletins (19)	Newspapers TV films (16)	TV films (20)
Home Ec. ext. specialist	Bulletins (40)	Live TV Newspapers (27)	TV films (40)	TV films (36)	Lectures Radio Live TV (21)
All faculty	Newspapers (32)	Bulletins (18)	Magazines (18)	Radio (17)	Radio (16)

[a] Numbers in parentheses are the percent of the group ranking the medium in the position indicated. For example, 32 percent of the respondents in the College of Agriculture ranked newspapers first in importance.

Table 18

Importance of Selected Media for Reaching the General Public With Information Based on Number of Faculty Members Ranking Selected Media First Through Fifth Importance

Media	Av. score	Rank 1	2	3	4	5	Total number ranking
		Number					
Newspapers	3.08	58	28	19	19	13	166
Bulletins	3.72	28	33	30	22	21	171
Radio	4.20	9	24	30	28	25	158
TV films	4.25	20	19	26	27	21	155
Live TV	4.54	17	22	20	19	18	154
Magazines	4.71	10	22	31	13	16	157
Lectures	4.88	21	19	12	16	22	160
Sound movies	6.31	3	6	7	16	13	145
Professional journals	7.65	11	4	2	2	4	142

Willingness to Participate in TV Activities

Job commitments. Faculty members indicated very definitely that they should have some responsibility for assisting with a TV educational program for the general public which the colleges may develop. Only 10 percent of the 219 faculty members responding said they should have no responsibility for such efforts. The questionnaire for the faculty sought to obtain from the respondents the kinds of responsibilities they would undertake for both filmed and live TV and how much time members might be willing to assume. These questions were only asked of those who indicated a willingness to participate in TV activities. Six responsibilities which the faculty could assume for producing television films and live programs were listed. The jobs selected most often by the respondents were: getting together useful subject matter, reviewing scripts, and suggesting topics with annotations. Script writing was the least popular job. The respondents indicated that they would be almost equally willing to perform any of the jobs for TV films or live television programs (Tables 19 and 20).

Table 19

Percentage of Faculty Members Who Consider Educational TV
A Part of Their Responsibilities and Are Willing
To Perform Specified Jobs in Producing TV Films

Job	Total (N=185)	Agr. faculty (N=141)	Home Ec. faculty (N=44)	Agr. ext. spec. (N=69)	Home Ec. ext. spec. (N=19)
			Percent		
Get together useful subject matter	81	80	84	83	89
Write scripts	30	35	16	42	21
Suggest topics with annotations	66	67	61	68	84
Serve as major personality (teacher)	42	45	34	55	42
Serve as supporting personality (teacher's aide)	39	43	30	52	42
Review scripts	79	79	80	77	79

Table 20

Percentage of Faculty Members Who Consider Educational TV A Part of Their Responsibilities and Are Willing To Perform Specified Jobs in Producing Live TV Programs

Job	Total	Agr. faculty	Home Ec. faculty	Agr. ext. spec.	Home Ec. ext. spec.
	(N=181)	(N=140)	(N=41)	(N=68)	(N=18)
			Percent		
Get together useful subject matter	81	80	83	84	83
Write scripts	29	31	22	35	33
Suggest topics with annotations	64	65	59	66	83
Serve as major personality (teacher)	42	44	37	57	50
Serve as supporting personality (teacher's aide)	36	39	29	49	39
Review scripts	78	79	76	78	78

Time commitments. Sixty-one percent of the faculty respondents who regarded assistance with a TV educational program for the general public as a part of their responsibility indicated the amount of time they would devote to participation in television productions. The largest group, 37 percent, said they thought they could give from one to five days a year to such activity. Another 15 percent said they would be willing to spend from six to 10 days a year. A considerably larger percentage of those experienced with TV productions (34 percent) than those inexperienced with TV (17 percent) indicated a willingness to spend more than six days a year participating in TV work. Similarly, extension specialists were more generous in the amount of time they said they could spend on TV than were the other members of the faculty. Thirty-six percent of the extension specialists who regarded TV work as their responsibility indicated they could give six days or more compared with only 12 percent of the faculty exclusive of the extension specialists. On the other hand, the same percentage of both groups, extension specialists and other faculty members said they would be willing to devote some time to TV work (Table 21).[1]

Participation in TV Activities

Participation in Filmed TV

Only 12 percent of all respondents (226) indicated that they had ever assisted in producing a film for the TV Film Center. Of this group, 59 percent were classified as experienced in TV production and 52 percent as extension specialists. Fifty-two percent were from the College of Home Economics.

Eighty-one percent of the faculty who had participated in producing TV films did so by providing information (Table 22). Two thirds reviewed and commented on the scripts. Seven, or 26 percent, had helped prepare scripts and five, or 19 percent, had appeared as teachers. None of the respondents had ever totally

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[1] No information or don't know was included in calculating the percentages of Table 21 because the numbers in this category were fairly large and could not be ignored.

Table 21

Amounts of Time Selected Groups of Faculty Members Who Regard Assistance With a TV Educational Program for the General Public Their Responsibility Feel They Can Devote to TV Production

Days per year	Total (N=196)[a]	Exp. with TV (N=68)	Inexp. with TV (N=128)	Ext. spec. (N=93)	Faculty exclusive of ext. spec. (N=103)	Agr. faculty (N=152)	Home Ec. faculty (N=44)
				Percent			
1 - 5	37	32	40	25	48	36	38
6 - 10	15	19	13	23	9	16	14
11 - 15	3	4	2	5	1	3	5
16 - 20	3	4	2	5	1	4	0
21 - 25	1	2	0	1	0	1	0
26 - 30	1	3	0	1	1	0	5
Over 30	1	2	0	1	0	1	0
No time	9	7	10	8	10	8	9
No information or don't know	30	27	33	31	30	31	29
Total	100	100	100	100	100	100	100

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[a] N's are the number who responded affirmatively to the question: "Do you think that you as a faculty member of the College of ______ should have some responsibility for assisting with a TV educational program which the colleges may develop for the general public in so far as it includes your subject-matter field?"

prepared a script for a TV film or appeared as a supporting personality. Four respondents had proposed films and served as critics during production.

Table 22

Percentage Distribution of Faculty Members Who Had Participated In TV Film Center Productions by Types of Jobs Performed

Type of job	Total (N=27)	Exp. with TV (N=16)	Inexp. with TV (N=11)	Ext. spec. (N=14)	Faculty exclusive of ext. spec. (N=13)	Agr. faculty (N=13)	Home Ec. faculty (N=14)
				Percent			
Provided information	81	81	82	79	85	85	79
Appeared as a major personality (teacher)	19	31	0	14	23	23	14
Appeared as a supporting personality (assistant teacher)	0	0	0	0	0	0	0
Proposed subject	15	12	18	29	0	15	14
Prepared script	0	0	0	0	0	0	0
Helped prepare script	26	38	9	29	23	38	14
Reviewed and commented on script	67	75	55	79	54	62	71
Served as critic	15	19	9	21	8	23	7

Participation in Live TV

Forty-two percent (94) of the 223 reporting said they had devoted some time to live TV either at Cornell or elsewhere. Only three percent said they had participated frequently. The majority of the participants, 70 percent, were extension specialists.

About two thirds of the faculty who had given time to live TV did so either by providing information or appearing as the major personality (teacher). Another 53 percent of the respondents indicated that they helped prepare scripts (Table 23).

Suggestions Relating to TV Educational Programs and Audiences

Number and Percent of Faculty Members Suggesting Topics for TV Programs

Faculty respondents suggested 378 topics which they felt would be worthwhile for television and which were specific enough to be categorized according to the topic and the audiences to whom they would be directed. The suggestions came from 129 individuals or 57 percent of the respondents making an average of nearly three suggestions each.

Classes of Suggested TV Topics

The more specific topics were classified as follows:

	Number	Percent
1. Agricultural topics of general or non-farm interest	131	34
2. Home Economics topics of interest mainly to housewives	80	21

Table 23

Percentage Distribution of Faculty Members Who Had Participated In Live TV Productions at Cornell or Elsewhere By Types of Jobs Performed

Type of job	Total (N=94)	Exp. with TV (N=73)	Inexp. with TV (N=21)	Ext. spec. (N=66)	Faculty exclusive of ext. spec. (N=28)	Agr. faculty (N=67)	Home Ec. faculty (N=27)
				Percent			
Provided information (subject matter)	67	73	48	76	46	69	63
Appeared as major personality (teacher)	68	88	0	68	68	67	70
Appeared as supporting personality (assistant teacher)	32	37	14	35	25	34	26
Proposed program(s)	31	32	29	36	18	28	37
Prepared script entirely	33	42	0	35	29	31	37
Helped prepare script	53	61	29	55	52	55	50
Reviewed and commented on script	30	31	29	33	22	27	38
Served as critic during rehearsal	14	15	10	14	15	13	15

	Number	Percent
3. Topics of general interest	47	12
4. Home Economics topics of general interest	44	12
5. Agricultural topics mainly of interest to farm audiences	40	11
6. Topics primarily for 4-H and other young people	36	10
Total	378	100

The topic headings were further divided into subtopics. The distribution of these divisions is listed below:

	Number	Percent
1. Agricultural Topics of General or Non-farm Interest		
Home lawns and gardening	35	27
Lawns		
Trees		
Landscaping		
Gardening		
Conservation	30	23
Water resources		
Forest management		
Wildlife		
Land use, rural resource development, camp grounds		
General		
Science education	17	13
Disease and pest control	12	9
Agricultural public relations	9	7
Story of agricultural research	8	6
Pesticides	7	5
Story of crop production	4	3
Marketing	3	2
International agricultural development	2	2
General topics	4	3
Total	131	100

	Number	Percent
2. **Home Economics Topics of Interest Mainly to Housewives**		
Foods	39	49
Food marketing and selection		
Food preparation and quality		
Food--nutrition		
Textiles and clothing	27	34
Selection and buying		
Sewing (and apparel design)		
Special subjects--changes in clothes and psychology of clothing		
Textile fibers and care of fabrics		
Home management	4	5
Budgeting time and work simplification		
General Home Economics topics	10	12
Total	80	100
3. **Topics of General Interest**		
Public problems (affairs)	15	32
Public relations and recruiting	12	25
Organizational development	8	17
Meetings		
Listening		
Organizational problems		
Story of research	6	13
Recreation	4	9
Story of teaching of modern science and mathematics	2	4
Total	47	100
4. **Home Economics Topics of General Interest**		
Child and family relations	12	27
Financial management	12	27
Consumer education	10	23
Design and art in the home	3	7
Selection of furniture and housing	7	16
Total	44	100
5. **Agricultural Topics--Primarily for Farm Audiences**		
Animal husbandry	10	25
Dairy farm management	10	25

	Number	Percent
Farm business management	6	15
Agricultural engineering	5	13
Soils and crop production--includes diseases and pesticides	5	13
Farm safety and civil defense	3	7
General	1	2
Total	40	100

6. Topics Primarily for 4-H and Other Young People

	Number	Percent
Science topics	17	47
Genetics		
Life cycle		
Growth		
Economics		
Animal care and showing	10	28
Poultry		
Horses		
Dogs		
Calves		
Careers	9	25
Total	36	100

Audiences to Which Suggested Topics Would Be Directed

Faculty members who suggested topics were also asked to indicate to what audiences they felt these topics should be directed. Listed below are the major topic headings and the audiences suggested by 10 percent or more of the respondents.

1. Agricultural topics of general or non-farm interest

	Percent
General public	35.0
Homeowners	18.0

2. Home Economics topics of interest mainly to housewives

	Percent
Housevives	32.5
General public	20.0
Consumers	11.0

	Percent
3. Topics of general interest	
General public	49.0
Adults	13.0
4. Home Economics topics of general interest	
General public	25.0
Adults	16.0
Families	16.0
Consumers	11.0
Parents	11.0
5. Agricultural topics mainly of interest to farm audiences	
Farmers	42.5
Dairy farmers	15.0
Rural audience	15.0
Producers	12.5
6. Topics primarily for 4-H and other young people	
High school students	36.0
Youth--rural and urban	19.0
Rural high school students	14.0
4-H leaders and members	14.0

Assumptions About Using TV as a Means of Reaching the General Public

In making suggestions for TV educational programs, respondents must have had some basic assumptions about education and the use of television as a means by which the colleges can reach the general public. Ten possible assumptions were listed and faculty members were asked to check those which applied to them.[1]

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[1] There was an opportunity to add others. While a few respondents wrote in comments at this point, none of these could very well be considered as additional assumptions.

Table 24 shows how faculty members responded. The assumption made most often by those giving ideas for topics to be presented on television was that the colleges have resources--body of information, personnel, money, etc.--for conducting off-campus education. Eighty-four percent had this assumption. Seventy-two percent of the group assumed that educational television should give people an understanding of basic principles in various subject-matter fields. The main assumptions of faculty members experienced with TV production were almost identical with those made by members inexperienced with TV.

Two further observations of the assumptions made by the faculties of the two colleges are that: (1) Nearly two thirds, 64 percent, of those making suggestions assumed a public relations aspect to "educational TV." This group felt that educational TV should include giving people general information about what their public institutions, such as the Colleges of Agriculture and Home Economics, do; (2) Only one percent of the respondents assumed that the colleges could better utilize their resources by not having a TV educational program for off-campus people.

Respondents in Agriculture and Home Economics had differing ideas regarding two of the assumptions. The third most frequently chosen (71 percent) by the Home Economics faculty, was that television offers an unusual opportunity to conduct a series of lessons on a given topic for audiences registered in advance and provided with literature on the topic (Table 25). This was only the sixth most popular assumption among respondents from the College of Agriculture, with only 42 percent of them having this assumption when

Table 24

Assumptions of Faculty Members in Suggesting Topics for TV Educational Programs

Assumptions	Number	Percent[a]
The colleges have resources (body of information, personnel, money, etc.) for conducting off-campus education	115	84
Educational TV should give people an understanding of basic principles in various subject-matter fields	98	72
Educational TV should include giving people general information about what their public institutions, such as the Colleges of Agriculture and Home Economics, do	88	64
The colleges have a responsibility to conduct TV educational programs off-the-campus for adults, youth and children	79	58
Educational TV should include subject matter such as history, philosophy, government, art, etc.	68	50
TV offers an unusual opportunity to conduct a series of lessons on a given topic for audiences registered in advance and provided with literature bearing on the topic	66	48
In view of the reluctance of people to go to meetings, TV teaching is the best method to communicate with them	35	26
Educational TV can only expect the masses to learn simple things from short exposures	28	20
Educational TV should confine itself to teaching people information which is practical and useful in solving their problems	26	19
The colleges can better utilize their resources by not having a TV educational program for off-campus people	1	1

[a] Percentages are based on 137 which is the number giving topic suggestions and responding to this question; 139 made suggestions of topics, but two failed to answer this question.

Table 25

Assumptions Made by Agriculture and Home Economics Faculty Members In Suggesting Topics for TV Educational Programs

Assumptions	Agriculture (No.)	Agriculture (%)[a]	Home Economics (No.)	Home Economics (%)[b]
The colleges have resources (body of information, personnel, money, etc.) for conducting off-campus education	88	83	27	87
Educational TV should give people an understanding of basic principles in various subject-matter fields	73	69	25	81
Educational TV should include giving people general information about what their public institutions, such as the Colleges of Agriculture and Home Economics, do	67	63	21	68
The colleges have a responsibility to conduct TV educational programs off-the-campus for adults, youth and children	61	58	18	58
Educational TV should include subject matter such as history, philosophy, government, art, etc.	46	43	22	71
TV offers an unusual opportunity to conduct a series of lessons on a given topic for audiences registered in advance and provided with literature bearing on the topic	44	42	22	71
In view of the reluctance of people to go to meetings, TV teaching is the best method to communicate with them	27	25	8	26
Educational TV can only expect the masses to learn simple things from short exposures	27	25	1	3
Educational TV should confine itself to teaching people information which is practical and useful in solving their problems	23	22	3	10
The colleges can better utilize their resources by not having a TV educational program for off-campus people	1	1	0	0

[a] Percentages are based on 106 which is the number of Agricultural faculty giving topic suggestions and responding to the question; 107 made suggestions of topics, but one failed to answer this question.

[b] Percentages are based on 31 which is the number of Home Economics faculty giving topic suggestions and responding to this question; 32 made suggestions of topics, but one failed to answer this question.

listing topics. Also, a considerably larger percentage of the Home Economics staff (71 percent) considered the idea that educational TV should include subject matter such as history, philosophy, government and art than did the Agricultural staff respondents (43 percent). On the other hand, while one fourth of the respondents in Agriculture making suggestions for TV program topics and responding to the question assumed that educational television can only expect the masses to learn simple things from short exposures, only three percent of the Home Economics staff had this assumption.

Rating of Importance of Selected Audiences for TV Educational Programs

In addition to indicating to what audiences faculty members felt particular types of programs should be beamed, they were asked to assign the degree of importance they felt 19 selected audiences should receive in planning television productions for the colleges. Table 26 shows the audiences arrayed according to the percentage of all faculty answering the question and classifying them very important. It also shows for each college the ranking of the audiences based on the percentage of the faculty classifying them very important. Housewives and the general public were rated highest by the respondents as the audiences to be reached by television. On the other end of the scale were more specific audiences and those for whom the colleges may have limited information.

There were some differences in the ranking of importance of audiences between those experienced and inexperienced in TV

Table 26

Array of Selected Audiences According to Percentage of Combined Faculties Rating Them Very Important, Accompanied by Rank of the Audiences for Same Ratings By the Faculty of Each College

		Rank according to percent rating very important	
Audiences	Percent of total faculty reporting who rated very important[a]	Agriculture faculty	Home Ec. faculty
Farm housewives	50	2.0	3.0
General public (mass audience)	48	1.0	8.0
Suburban housewives	46	4.0	1.0
City housewives	45	5.5	2.0
Commercial farmers	40	3.0	10.0
4-H leaders or potential leaders	39	7.0	6.0
People interested in home grounds	37	5.5	11.5
Community and organizational leaders	36	9.5	4.0
4-H members	34	9.5	7.0
People interested in conservation, wildlife, hunting and fishing	32	8.0	15.0
Low-income, underprivileged groups	31	12.0	5.0
Managers and employees of agriculturally related businesses	28	11.0	11.5
Managers and employees of marketing services, both retail and wholesale	19	13.0	16.0
Government officials, county supervisors, town and city managers	17	14.0	13.5
Minority groups	17	16.5	9.0
Nursery operators	13	15.0	18.0
Specialized agency staffs as public health nurses, social workers	11	18.0	13.5
Regularly hired men on farms	10	16.5	19.0
Migrant farm laborers	8	19.0	17.0

[a] N's ranged from 167 to 195.

work. In order of popularity, respondents experienced in TV and reporting selected as very important the following audiences for the colleges' educational television: (1) general public, 62 percent; (2) city housewives, 52 percent; (3) suburban housewives, 52 percent; (4) farm housewives, 44 percent; and (5) people interested in home grounds, 44 percent (Table 27). Audiences with high frequency of selection by inexperienced respondents as very important were: (1) farm housewives, 54 percent; (2) suburban housewives, 43 percent; (3) commercial farmers, 42 percent; (4) 4-H leaders and potential leaders, 42 percent; (5) city housewives, 41 percent; and (6) general public, 40 percent (Table 28).

Suggestions Relating to Methods of TV Operations

Relating to TV Film Center

Perception of purpose of productions of TV Film Center. Faculty members were asked to indicate the purposes which they thought television productions of the colleges, aimed at the general public, should have. The questionnaire gave respondents the opportunity to select any of four purposes and the possibility of making combinations. Table 29 shows how they responded. It is clear that most of the faculty chose more than one purpose. Twenty-eight percent of the 211 respondents selected all of the purposes as valid. Two of the purposes were far more popular than the others. To teach off-campus people an understanding of principles in various subject-matter fields which they can, on their own, apply to practical problems was checked by 83 percent of the respondents either singly or in combination with

Table 27

Array of Selected Audiences According to Percentage of Reporting Faculty Members Experienced With TV Rating Very Important[a]

Audiences	Percent of faculty experienced with TV and reporting who rated very important
General public (mass audience)	62
City housewives	52
Suburban housewives	52
Farm housewives	44
People interested in home grounds	44
People interested in conservation, wildlife, hunting and fishing	38
Commercial farmers	36
Community and organizational leaders	34
4-H leaders or potential leaders	32
4-H members	31
Managers and employees of agriculturally related businesses	25
Low-income, underprivileged groups	24
Government officials, county supervisors, town and city managers	16
Managers and employees of marketing services, both retail and wholesale	16
Minority groups	13
Nursery operators	12
Specialized agency staffs, as public health nurses, social workers	11
Regularly hired men on farms	7
Migrant farm laborers	3

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[a] N's ranged from 60 to 71.

Table 28

Array of Selected Audiences According to Percentage Of Reporting Faculty Members Inexperienced With TV Rating Very Important[a]

Audiences	Percent of faculty inexperienced with TV and reporting who rated very important
Farm housewives	54
Suburban housewives	43
Commercial farmers	42
4-H leaders or potential leaders	42
City housewives	41
General public (mass audience)	40
Community and organizational leaders	38
4-H members	36
Low-income, underprivileged groups	34
People interested in home grounds	33
Managers and employees of agriculturally related businesses	30
People interested in conservation, wildlife, hunting and fishing	29
Managers and employees of marketing services, both retail and wholesale	20
Minority groups	19
Government officials, county supervisors, town and city managers	18
Nursery operators	13
Regularly hired men on farms	12
Specialized agency staffs, as public health nurses, social workers	12
Migrant farm laborers	10

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[a] N's ranged from 106 to 126.

other purposes while to teach off-campus people useful information related to practical problems was selected by 70 percent of the respondents either alone or in combination. The other two choices were checked by 55.5 and 55 percent of the respondents.

General approaches for operation of TV Film Center. The questionnaire gave two alternatives for general approaches for operating the TV Film Center: (1) The TV film productions of the colleges be turned over completely to the Center with the Center regulating the services of faculty members or paying outsiders for help in making its productions; (2) The substance (subject matter) of TV films should be programmed by the Extension Service utilizing its specialists with the TV Center providing technical advice and production facilities. Space was also provided to make other suggestions. Of the over 60 percent of the respondents answering the question, the results were inconclusive. Thirty-nine percent thought the subject matter should be programmed by the Extension Service while 34 percent felt the primary responsibility belongs to the TV Center (Table 30). There were 38 other suggestions which represented the thinking of 27 percent of those answering the question. Of this group, the majority thought there could be a combination of the two suggested approaches and that the programming should not be exclusive with extension, but also include research and teaching staffs.

Perception of conflict between TV films and live TV programs. A question as to whether or not they saw any conflict between live television programming of agents and specialists and TV films produced by the Center and distributed to TV stations around the state was asked of the extension specialists.[1] Of the 102 respondents

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[1] Although the questionnaire instructed only those respondents doing extension work to answer the question, the data presented here are for only those faculty members devoting 10 percent or more of their time to extension work.

Table 29

Distribution of Responses of Faculty Members to Purposes Of Television Productions Aimed at the General Public[a]

Purpose	No.	Percent
(1) Teach off-campus people useful information related to practical problems	7	3.0
(2) Provide off-campus people with an acceptable image of the Colleges of Agriculture and Home Economics	5	2.0
(3) Teach off-campus people an understanding of principles in various subject-matter fields which they can, on their own, apply to practical problems	11	5.0
(4) Teach such subject matter as history, government, philosophy, public affairs, etc.	1	.5
Combination of 1 and 2	6	3.0
Combination of 1 and 3	22	10.0
Combination of 1, 2 and 3	24	11.0
Combination of 1, 2 and 4	4	2.0
Combination of 1, 3 and 4	26	13.0
Combination of 2 and 3	11	5.0
Combination of 2 and 4	1	.5
Combination of 2, 3 and 4	8	4.0
Combination of 3 and 4	15	7.0
All checked (combination of 1,2,3 and 4)	58	28.0
None checked	12	6.0
Total	211	100.0

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[a] Each of the above purposes was prefaced with "only" in the questionnaire. Respondents had the opportunity, however, to make combinations of purposes.

Table 30

Views of Faculty Members on General Approaches For the Operation of the TV Film Center

Approach preferred	Total (N=140)	Exp. with TV (N=54)	Inexp. with TV (N=86)	Agr. faculty (N=109)	Home Ec. faculty (N=31)
			Percent		
(1) Subject matter of films should be programmed by the Extension Service utilizing its specialists with the TV Center providing technical advice and production facilities	39	37	40	37	45
(2) Educational function turned over to the Center with the Center requesting services of faculty members or paying outsiders for help in making productions	34	35	34	37	26
(3) Other approach	27	28	26	26	29
Total	100	100	100	100	100

classified as extension specialists, 54 percent either did not know whether such a conflict might develop or provided no information. Forty-seven specialists did respond with 83 percent indicating that there should be no conflict. Of the 27 extension specialists with experience in TV work offering an opinion, 85 percent indicated there would be no conflict. Eighty percent of the 20 inexperienced specialists responding to the question said there should be no conflict. Of those who thought conflicts might arise, most of them were concerned about duplication of material in any one viewing area.

Commercial station outlets for TV films. Respondents were given the following situation: Seventeen New York television stations, two of which are educational stations, provide outlets for TV educational films produced by the colleges. For the immediate future these are the major available outlets. According to Video News (extension publication) the situation with respect to available time for extension programs is stated as follows: " . . . with the exception of one or two cases, you see a good example of regression in the quality of time that commercial stations now provide for educational telecasts when you study extension participation in television over the years . . . the total effect is a smaller and smaller television audience." They were then asked what they would conclude the colleges should do regarding a TV educational program if this is an accurate picture. Table 31 shows how the 192 responses were grouped.

The most often mentioned solution to the situation in which the colleges' TV educational program finds itself is to improve

Table 31

Suggestions of Faculty Members for Dealing With a Regression Of Quality of Time for Educational Material on Commercial TV

Suggestions	Number	Percent
Improve quality of programming to rate better time	39	20
Direct more efforts to developing and using educational TV	17	9
Study reasons for this problem	16	8
Develop and use own educational TV station or work with S.U.N.Y.	11	6
Continue to use commercial TV to best advantage possible--still getting large audience, stress interests of youth and "How To Do It" series	10	5
Present programs with broader audience appeal	10	5
Produce short courses or live lectures for particular (specific) audiences	10	5
Study present audience reactions to films and costs of alternative means for reaching them	9	5
Discontinue efforts in this area	6	3
Improve programs or get out of TV	5	3
Improve quality and/or use educational TV	5	3
Produce limited number, high quality films	6	3
Purchase commercial time	6	3
Reduce activities and spending on TV	5	3
Improve programs and relations with TV stations	2	1
Seek better time spots	3	1
Can't do anything about it	2	1
Don't know	21	11
Miscellaneous (all different)	9	5
Total	192	100

the quality of programming. Thirty percent of the respondents made this suggestion either alone or with another idea. Very few suggested dropping TV efforts.

Who Should Propose TV Topics

One of the crucial questions about the future of the colleges' television work is how to operate the program in a framework of many educators with a large variety of ideas on how to use television and vying for limited resources. The questionnaire asked faculty members who should propose topics or subject matter for television. Ten possibilities were listed along with an opportunity to make combinations. The following individuals and groups were suggested:

1. The staff of the TV Film Center
2. The teaching staff of departments
3. The research staff of departments
4. The extension staff of departments
5. The entire staff of departments
6. The deans of the two colleges
7. The director of research
8. The director of resident instruction
9. The director of extension
10. A special TV committee representing the two colleges

Of the 202 faculty members responding to this question, only 12 percent checked only one of the choices. Most of the group thought some combination of several sources should propose topics or subject matter for television. Although checked by only one half of one percent of the respondents as being the only source of ideas, the staff of the TV Film Center was considered by two thirds of the respondents to be the group for working with others to come up with television program suggestions (Table 32).

Table 32

Views of Faculty Members Regarding Who Should Propose Topics or Subject Matter for Television

Source[1]	Agricultural faculty		Home Ec. faculty		Total	
	No.	%	No.	%	No.	%
	(N=159)		(N=43)		(N=202)	
Staff of the TV Center	103	65	29	67	132	65
Special TV committee	90	57	29	67	119	59
Extension staffs of departments	94	59	21	49	115	57
Entire department staffs	84	53	27	63	111	55
Teaching staffs of departments	80	50	22	51	102	50
Research staffs of departments	80	50	19	44	99	49
Director of extension	65	41	18	42	83	41
Director of research	57	36	17	40	74	37
Deans of the colleges	50	31	18	42	68	34
Director of resident instruction	50	31	14	33	64	32

[1] Alone or in combination with other sources.

A special TV committee representing the two colleges was checked by five percent as the only group for making suggestions and by another 54 percent to work with others. Deans and directors were checked by the fewest respondents.

It should be noted that faculty members tended to consider that the responsibility for proposing programs for television belongs to many groups. There were nearly as many checking teaching, research and the entire departmental staffs as checked the extension staffs, although typically communication of information to off-campus people has been thought of as an extension function.

Faculty Views on Selected TV Functions of Department of Extension Teaching and Information

In-service training for staff interested in TV participation.

An important consideration in operating an educational TV program is the training of faculty members for participation. One type of training would be an in-service program. Respondents were asked whether or not they thought it would be desirable for the Department of Extension Teaching and Information to organize such a course. Of the 136 answering the question, 73 percent considered it a good idea. This varied from two thirds of the faculty inexperienced with TV to 82 percent of those with experience. Faculty members in Home Economics were somewhat more favorable to the idea than were those in Agriculture, with 83 percent of that group favoring the training program to 70 percent in the College of Agriculture.

Criteria for screening TV personalities or teachers.

Another consideration in operating an educational TV program is the selection of TV personalities or teachers. The respondents were asked what they thought of the TV Film Center's setting up criteria for departments to screen TV personalities or teachers. Nearly two thirds of the faculty responded to this idea. Sixty-four percent of those responding said they would be in favor of such a program. There was little difference among any of the groups as to the favorability of this suggestion. Seventy percent of those with past TV experience and who answered the question, compared with 60 percent of those inexperienced with TV thought this to be a good idea.

Criteria for evaluating proposed topics for TV programs. The most favored of the selected functions of the Department of Extension Teaching and Information was for its TV Film Center or TV specialists to provide faculty members wishing to propose topics for TV films or live programs with a list of criteria with which to evaluate topics for their suitability for television. In this case there were 72 percent of all respondents answering either yes or no and 89 percent of them were answered yes. Again, there was a high degree of consistency among the various groups--Agriculture and Home Economics; faculty experienced and inexperienced with television production; and extension specialists and faculty exclusive of extension specialists.

Major Considerations for Planning Live or Filmed TV Programs

What are the major considerations that faculty members would want to have clearly stated in planning a live or filmed television program to make it an effective educational tool? There were 398 thoughts presented by 113 respondents. They have been grouped under seven major categories and presented below. The most prevalent considerations concerned programming, subject matter, and the audience.

Major Considerations in Planning TV Programs

1. Programming (24 percent of all comments)

    Method of presentation--scope of program, entertaining and interesting, use of visuals

    Quality of presentation

    Single program or series

    Time of presentation

    Length of program

2. Subject matter (20 percent of all comments)

    Content

    Timely topics

    Authoritative and informative

    Accuracy

    Relationship to past and subsequent program

    Interest and needs of the audience

    Basic principles

    Relationship to over-all program (extension, teaching, research)

3. Audience (20 percent of all comments)

    Size and make-up of audience

    Amount of audience participation

    Geographic area to be covered

    Evaluation of results

4. Purposes and objectives of the program (11 percent of all comments)

5. Resources available (11 percent of all comments)

    Money (cost)

    Time involved

   Technical help (colleges and stations)
   Qualified (professional) performers

6. Responsibilities for production (9 percent of all suggestions)
   Lines of authority
   Relation of subject-matter specialists and TV Center
7. Miscellaneous (5 percent of all comments)

Relationship of Specialists and Agents in TV Work

Functions of extension specialists in working with agents on the production of live TV programs. Educational television work of the colleges is not limited to the campus community but is carried on also by the county extension staffs. One of the important aspects of the study, therefore, was the relationship of the extension specialists at the colleges and the extension agents as far as their work with television is concerned. The extension specialists were asked what jobs they should perform with county agents in helping them produce live TV programs. They were given six possibilities: (1) suggest timely subject-matter topics, (2) prepare and send out subject matter, (3) prepare with the assistance of the TV specialists scripts in their subject matter, (4) serve as the teacher for one lesson, (5) serve as the teacher for a series of lessons, and (6) train agents to be teachers in their subject-matter field. Specialists were also given the opportunity to write in other possibilities. Also, respondents could check more than one role. Four of the ways of operating were checked by over half of the 72 specialists responding. The most commonly selected role was to assist agents by suggesting timely subject-matter topics. Nearly three fourths checked this idea (Table 33). The least popular roles were those where specialists would serve as teachers for one or a series of lessons. There was more willingness on the part of those with television experience than those inexperienced to appear as teachers. Of those with experience, 46 percent of those answering the question thought they should serve as a teacher for at least one lesson, while only 21 percent of respondents inexperienced in TV work answering the question thought they should serve in this way. Slightly over half of the specialists who responded to the question and had TV experience compared to a quarter of those responding who were inexperienced in TV thought they should assist county agents by serving as teachers for a series of lessons.

Approaches for specialists and agents in planning live TV programs. Extension specialists were also asked to react to various approaches for working with agents in planning TV educational programs. The following possibilities were suggested:

1. Specialists select topics and prepare to teach the topics, asking agents in the TV viewing areas to arrange for the teaching with TV stations and to conduct the promotion for the programs.
2. Agents select topics, make general plans for the programs, make arrangements with TV stations, conduct the promotion for the programs, and ask the specialists to do the major teaching job.
3. Specialists in given subject-matter fields and agents assigned to those fields meet annually and plan jointly TV programs

Table 33

Views of Extension Specialists Regarding Jobs Should Do In Assisting County Agents With Live TV

Job	Total (N=72)	Specialists experienced with TV (N=39)	Specialists inexp. with TV (N=33)	Agr. extension specialists (N=58)	Home Ec. extension specialists (N=14)
	Percent				
Suggest timely subject-matter topics	74	87	58	71	86
Prepare scripts with the assistance of TV specialists	68	72	64	69	64
Prepare and send out subject matter	63	69	55	62	64
Train agents to be teachers in their subject-matter fields	61	67	55	62	57
Serve as the teacher for a series of lessons	39	51	24	36	50
Serve as the teacher for one lesson	35	46	21	33	43

for various viewing areas at which meetings the agents and specialists would divide among themselves the jobs to be done.

The results of this questioning were quite conclusive. By far the largest group, 59 percent of the 79 specialists responding, felt that idea three above was the best. Another 25 percent of the respondents made other suggestions, most of which were variations of number three or combinations of one, two and three.

Participation in State-wide TV Educational Network

The State of New York has a proposal for a state-wide educational TV network. Ithaca may be one of the cities included in the network. Faculty members were asked whether or not they would like to see their colleges participate in educational programs over such a station. Eighty-one percent of the 226 respondents were in favor of their participating while only one percent was opposed. There were 18 percent who did not know or gave no information.

Views of Departmental Heads On Off-campus TV Activities

Heads of departments were given an additional group of questions to get their reactions to what they had done or should do in regard to educational TV as it applies to their departments. Fourteen heads of departments responded to the questionnaire, 10 in the College of Agriculture and four in Home Economics. Of this group, six felt they should take leadership in stimulating interest in TV as a medium for the teaching of the department's subject matter to the general public. Three were not in accord, one did not know and four gave no information.

Department heads were asked if they thought TV films which present the story of teaching, research, and extension activities of their departments should be used to obtain public support of these activities. Five said they should, three that they should not, and six did not know, or did not respond to the question.

Over half of the department heads reported that they had held discussions with their staffs in the past two years about television as a means for: (1) extending to the general public the department's subject matter, or (2) providing the general public the story of the department's teaching, research, and extension activities. Four said their discussions were based on number 1 above, and the same number said they were on both 1 and 2. Six department heads reported no discussion of the use of TV. Of the six reporting no discussion, three thought that it would be a good idea to discuss with the department staff the use of TV for teaching the department's subject matter to the general public. Two of the group thougnt it would be a good idea to discuss with the department staff the use of TV for providing the public with the story of the department's teaching, extension, and research activities.

Opinion of the Study

It was the feeling at the outset of this study that the opinions of members of the two faculties would be beneficial if only to see where we stand in terms of their attitudes toward television. Certainly this not a normal approach for making policy decisions. Therefore, the questionnaire contained a concluding question to investigate the respondent's feelings toward this approach. Of the 226 total respondents, 195 gave their opinions. Over 70 percent of this group thought the study to be a good idea, 27 percent doubted the wisdom of it and one percent thought it should not have been done.

In commenting on their answers, faculty members thought it a good idea to get a cross-section of opinion, especially by those whose support will be needed in developing educational television. Many thought that such a study helped the faculty gain new insights into the problems and importance of television and gave a chance to express opinions to see where the faculty stands. A summary of comments from those favorable to the study is as follows:

		Number of responses
1.	Gives cross-section of opinion	20
2.	Makes faculty more aware of the importance and problems of educational TV	17
3.	Doubt if answers are of much help because of inexperience with TV	16
4.	Gives opportunity for expression of ideas to see where the faculty stands	15
5.	Solicits the opinions of educators and those who will be involved	13
6.	Comments made, but these concerned the questionnaire rather than the study	13
7.	Only the beginning--to be used as a guide	11
8.	TV appears to be a good medium--it should be explored further	9
9.	Should concentrate on viewpoints of extension specialists	2
10.	Miscellaneous	2
	Total	118

Most of those doubting the wisdom of the study did so because they didn't feel they had enough basis for giving answers. The following is a summary of the comments of those doubting the wisdom of the study.

		Number of responses
1.	Not enough basis for giving answers	33
2.	Questionnaire difficult	8
3.	Decisions need to be made by a smaller group of professionals	6
4.	Miscellaneous	4
	Total	51

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Part II
As Seen By Extension Agents

Extension Study No. 9

Office of Extension Studies
in cooperation with the
Department of Extension Teaching and Information
New York State Colleges of Agriculture and Home Economics
Contract Colleges of the State University
at Cornell University
Ithaca, New York
September, 1965

Author: Frank D. Alexander
Administrative Specialist in Extension Studies

PREFACE

This report dealing with the views and experiences of Extension agents relative to the off-campus TV educational function of the Colleges of Agriculture and Home Economics is Part II of a series of reports on this function of the two colleges. The series of reports are intended to provide a background for the formulation of policy and program. It is anticipated that administrators connected with the two colleges will instrument the reports through a committee or committees which will study them and use the findings as guidelines for policy and program determination.

This report setting forth the views and experiences of Extension agents was made possible through the very fine cooperation of the agents who responded to a lengthy, mailed questionnaire in a very satisfactory manner. An unusually high percent (81) of the agent staff returned the questionnaires.

The study has been conducted as a cooperative project between the Office of Extension Studies and the Department of Extension Teaching and Information under the guidance of an advisory committee composed of the following: Arthur Durfee, chairman; Mary Bloetjes, C. H. Freeman, Dana Goodrich, C. R. Harrington, Olaf Larson, Hazel Reed, and W. B. Ward.

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By Extension Agents

Introduction

Since the findings of this study of the TV Educational Function of the Colleges of Agriculture and Home Economics will be presented in seven parts with a separately bound report for each part, a common introduction setting forth the problem, the purposes, and methodology of the study is used for each report.

The Problem

The initiation of a study of this kind usually arises out of the awareness of a problem often stated in the form of a question. The stimulating question in this instance came from the Department of Extension Teaching and Information which is responsible for operating the TV Film Center. The question was, "What information is needed to provide long-time financial support for the TV Film Center?" The answer to this question as first conceived by the department was to provide the deans of the Colleges of Agriculture and Home Economics and other appropriate officials with the findings of a study of audience awareness and reception of the TV film productions of the Center.

However, as this approach to answer the department's question of long-time support of the Center was explored, it became clear that while it might provide a temporary answer, such a study would necessarily be limited in scope because of the

Center's relatively short span of production. Moreover, while a study of audience reaction to films already produced might provide the basis for continuing support of the Center, the findings of a study of the Center's as yet limited out-put could lead to misdirected emphasis on the type of films to be produced in the future.

Since the practical matter of obtaining immediate financial support for the TV Film Center was considered imperative, it was accepted as necessary that some investigation of audience awareness and reaction to the Center's productions be made. This investigation, however, was considered the first stage of a comprehensive study that would provide the basis for policy with respect to the off-campus TV educational function of the Colleges of Agriculture and Home Economics. This comprehensive study including the investigation of selected film productions of the TV Film Center was initiated in July, 1963.

Design of the Study

Purposes. (1) To ascertain the viewpoints and experience of the faculties of the Colleges of Agriculture and Home Economics and the Extension Service field staff relative to the off-campus educational functions of the two colleges, with specific reference to the TV Film Center of the colleges and with some preliminary attention to a proposed TV educational network for New York State, for the purpose of developing for the two colleges, including the Extension Service, a long range TV educational policy and program; (2) To ascertain the opportunities available to the colleges in getting their educational programs used by New York

State commercial TV stations; and (3) To ascertain audience awareness of, attitudes to, and learning from selected productions of the TV Film Center. Purpose number 3 has already been realized by studying samples of audiences viewing selected films produced by the TV Film Center and by studying a group of home demonstration members who were exposed under control conditions to selected productions of the Center.[1]

Methodology. To realize purposes 1 and 2, questionnaires were administered to five populations. These populations were: 1) deans and directors of the two colleges, 2) departmental staffs in both colleges, 3) Extension state leaders, 4) Extension agents in all counties, and 5) persons responsible for public service programming at commercial TV stations in the State.

With modifications required by the nature of their jobs, the questionnaires for the first four populations were designed to obtain information that would be related to the determination of policy and program for the TV educational function of the two colleges as this function concerns the off-campus public. An Extension specialist in the Department of Extension Teaching and Information in connection with his graduate work prepared the questionnaire for the fifth population before this study was designed. Because the information sought by his questionnaire was particularly relevant to the present study in that it would provide a body of knowledge about commercial TV outlets which the colleges have utilized in the past and can expect to use in the future, an arrangement was worked out with the specialist to incorporate his proposed study in this one.

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[1] See Audience Evaluation of Films Produced for Television, Communications Research Bulletin 5, John F. Spencer, Frank D. Alexander, and Chester H. Freeman, Department of Extension Teaching and Information, Cornell University Agricultural Experiment Station, in cooperation with the Office of Extension Studies, New York State College of Agriculture, a Contract College of the State University, at Cornell University, Ithaca, New York, August, 1964.

The seven reports which constitute this study of the *TV Educational Function of the Colleges of Agriculture and Home Economics* are: *Part I, As Seen by the Faculty*; *Part II, As Seen by Extension Agents*; *Part III, As Seen by College Administrators*; *Part IV, As Seen by State Extension Leaders*; *Part V, As Related to Commercial TV Stations*; *Part VI, As Implemented by Grouping Counties for Participation in Educational Television*; and *Part VII, Summary of Findings and Implications*. This report is *Part II, As Seen by Extension Agents*.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By Extension Agents

Summary of Findings

The Respondents

Returns and Classifications

1. Eighty-one percent of the 410 Extension agents to whom questionnaires were mailed returned them.

2. The number of respondents according to departments were:

Agricultural Department	129
Home Demonstration Department	100
4-H Department	104
Total	333

3. The percentages of agents experienced in TV work by department were:[1]

Agricultural Department	66.7
Home Demonstration Department	59.0
4-H Department	54.5
Total	60.6

---

[1] Experienced agents were those who, according to information provided in their questionnaire, had:

1) Appeared as a major personality (teacher) on one or more TV programs or prepared format entirely for one or more programs.
2) Had not done either in (1) but appeared as supporting personality (assistant teacher) and helped prepare format for one or more TV programs.
3) Did not qualify under (1) or (2) above, but did 6 or more of the following jobs:
    - a) Provided information (subject matter) for one or more programs
    - b) Appeared as supporting personality (assistant teacher) on one or more programs
    - c) Proposed one or more programs
    - d) Helped prepare format for one or more programs
    - e) Reviewed and commented on format for one or more programs
    - f) Served as a critic during rehearsal for one or more programs
    - g) Made arrangements for one or more programs with TV station
    - h) Prepared or helped prepare publicity for one or more programs
    - i) Other jobs (counted as one even if more than one done)

Number of Years Employed in New York Extension Service

1. The average number of years employed in the New York Extension Service for all respondents was 8.2, for agents experienced in TV work the average was 9.9, and for inexperienced agents 5.4.

Ownership of TV Sets

1. Eighty-nine percent of the agents who reported indicated they had a TV set.

Opinion of TV as Now Operated in this Country

1. About one third of the agents generally approved of TV as it now operates in this country; another one third disapproved or were critical; and the remaining one third both approved and were also critical or gave opinions which could not be classified as either approval or disapproval.

Awareness and Evaluation of TV Activities of the Colleges

A. Relating to TV Film Center at Cornell

1. Eighty-six percent of the agents knew about the TV Film Center.
2. Ninety-three percent of the experienced compared to 77 percent of the inexperienced agents knew about the TV Film Center.
3. Sixteen percent of the agents Reporting ~~who knew about the TV Film Center~~ had visited ~~it~~. the T. V. Film Center
4. There was little difference between the experienced and inexperienced agents aware of the Center who had visited it.

5. Of the agents ~~who knew about the Center~~ reporting, 34 percent had seen at least one film produced there.

6. Of the 15 films or series of films[1] which had been produced by the Center at the time the respondents filled out the questionnaires, most were reported viewed by only a small number of agents. Eleven were reported viewed by less than 10 agents.

7. The percentages of all agents who had seen the various films were generally low, ranging from 0.3 to 12.0.

8. Eleven of the 15 films which had been viewed were considered *essentially teaching* films by 70 percent or more of the agents. Of the 15 productions, only three were considered *public relations* films by any large percent of those viewing them.

9. Three films, "Aging and Independence," "Home Economics Careers," and "In the Darkest Places" were rated *very worthwhile* by 80 percent of the agents who viewed them.

10. Eleven of the 15 films were rated *very worthwhile* by 60 percent or more of the agents viewing them.

B. *Relating to the Four Basic Classes of TV Programs of the Colleges*[2]

1. The agents experienced in TV work had the highest percent who were *very well acquainted* with each of the

---

[1] Series of films refers to "4-H Spots".

[2] The four classes of programs are: 1) regularly scheduled county Extension agents' programs, 2) short course programs, both live and filmed, 3) short (4.5 minutes) TV films produced by TV Film Center, and 4) longer (13.5 minutes) TV films produced by TV Film Center. The three programs included in class (2) were also rated separately by the agents (see page 8).

four classes of TV programs. However, the percentages for this group were not especially high, ranging from 3 to 56, with the other two percentages being 4 and 25.

2. On the basis of acquaintance with the programs, the agents experienced in TV work were in a better position than other agents to give an educational rating of the four classes of programs. The percentages of this group of agents rating the four classes high ranged from 43 for class (1) to 55 for class (3).

C. Relating to Three Live and/or Filmed TV Programs[1]

1. Of the 71 agents who had viewed the "Farm Management" program, 38 percent considered it very effective educationally.
2. Thirty-nine percent of the experienced agents who had seen the "Farm Management" program compared to 27 percent of the inexperienced agents rated it very effective educationally.
3. Fifty percent of the 58 agents who had viewed the "Sew for Growth" program rated it very effective educationally.
4. Fifty-five percent of the 11 inexperienced agents who had seen the "Sew for Growth" program compared to 49 percent of the 47 experienced agents rated it very effective educationally.
5. Fifty percent of the 40 agents who viewed the "Dairy Cattle Feeding School" program rated it very effective educationally.
6. Forty-five percent of the 33 experienced agents who had viewed the "Dairy Cattle Feeding School" program considered

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[1] Each of these programs was a series of lessons with preregistered audiences.

it very effective educationally. While 71 percent of the inexperienced agents gave a very effective rating to this program, only 7 of this group had viewed it.

Attitude Toward TV as an Educational Medium For Reaching Out-of-School People

Opinion of TV as a Medium of Extension Teaching

1. Of the 332 agents reporting, 59 percent considered that TV was one of the better means of conducting Extension teaching with and without qualifications.
2. The experienced and inexperienced agents differed very little on percent (58 and 57 respectively) who considered TV one of the better means of conducting Extension teaching with or without qualifications.

Opinion as to What Should Be Done About TV

1. On the assumption that TV appears to be developing rapidly as an educational medium, 80 percent of the agents thought a basic policy for the use of TV should be developed.
2. The experienced and inexperienced agents differed little in the percent (79 and 82 respectively) who thought a basic policy for the use of TV should be developed.

Participation in Live TV Programs

Extent of Participation in Live TV

1. Sixty-four percent of the 333 agents who returned questionnaires had participated in some manner in the

production of one or more live TV programs since being employed in the New York Extension Service.

TV Jobs Performed

1. Of the 207 agents who had participated in some manner in one or more live TV programs, 84 percent had appeared as a major personality (teacher) in at least one program.
2. Other TV jobs which a large percent of the 207 agents had performed were provided information (subject matter) (81 percent) and prepared format entirely (78 percent).
3. Twenty-three, or 11 percent, of 207 agents who had participated in TV programs had performed all 10 jobs listed in the questionnaire, and 59 percent had performed from six to 10 of the jobs.

Assigned or Taken Responsibility for Extension Departmental Live TV Programs

1. Of the 333 agents, 51 percent at some time had been assigned or taken responsibility for departmental TV programs.
2. Of the 198 experienced agents reporting, 82 percent at some time had been assigned or taken responsibility for their departmental programs. Only five percent of the 129 inexperienced agents reporting had done this.

Responsibility for Live TV Programs of the Three Extension Departments

1. Of the 330 agents reporting only 24, or seven percent, had ever been responsible for live TV programs for all three departments. All 24 of these agents were experienced in TV work.

Extension Departmental Participation in TV Activities

1. Of the 147 departments reporting (89 percent of the 165 departments in the State) 83, or 56 percent, reported having participated in TV work at some time.

Ways in Which TV Activities of the Extension Departments Are Carried Out

1. Of the 83 departments which have at some time participated in TV work, 63 percent had at some time planned and conducted TV activities with two or more counties.[1]
2. Of the 83 departments which have at some time participated in TV work, 42 percent had at some time planned and conducted TV activities with two or more counties in which college specialists were involved.[1]
3. Of the 83 departments which have at some time participated in TV work, 30 percent had frequently cooperated with two or more counties on this work.
4. Of the 83 departments which have at some time participated in TV work, only two percent had frequently cooperated with two or more counties on this work, where college specialists were involved.

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[1] These percentages might have been higher if the questionnaire had called for "one or more counties" instead of "two or more counties."

5. Of the 72 departments reporting, 62 percent had at some time used the method of each agent planning and presenting TV programs for his specific field or assigned area.

6. Of the 72 departments reporting, 33 percent had at some time used the method of the entire staff jointly planning TV work with various members being assigned topics for presentation.

Suggestions Relating to TV Educational Programs and Audiences

Percent of Agents Suggesting Topics for TV Programs

1. Of the 333 agents, 61 percent suggested one or more topics. Seventeen percent of the 333 agents suggested five or more topics.

Classes of Suggested TV Topics and Methods of Treatment

1. The 714 topics which were suggested were classified as follows:

	Percent of total
Home economics topics of interest mainly to housewives	24
Agricultural topics of either general interest or nonfarm interest	22
Home economics topics of general interest	18
General interest topics	14
Agricultural topics of interest mainly to farmers	13
4-H topics (some of general interest)	9
Total	100

2. For 69 percent of the 714 topics, the agents suggested that the topic be presented in two or more lessons.
3. For 32 percent of 653 topics (number for which information was given), the agents recommended the preregistration of audiences.
4. It might be expected that there would be a relationship between the agents' suggestions for number of lessons and recommended preregistration. However, the relationships were low when the percent of sub-topics within each of the six major classes for which two or more lessons were suggested were correlated with the percent of sub-topics for which preregistration was recommended.

Audiences to Which Suggested Topics Would Be Directed

1. Those audiences which constituted 10 percent or more of all audiences indicated for topics in each of the six major classes of topics were:

	Percent of class total
1) Home economics topics of interest mainly to housewives	
Housewives	34
Young housewives	22
2) Agricultural topics of general or nonfarm interest	
General public	42
Homeowners	26

	Percent of class total
3) Home economics topics of general interest	
Housewives	18
General public	16
Adult men and women	10
Young married people	10
Young or new housewives	10
4) Topics of general interest	
General public	65
5) Agricultural topics of interest mainly to farmers	
Farmers	38
Dairymen	26
Farm families	17
6) 4-H topics	
General public	36
Teenagers	22
Youth	12

Rating of Importance of Selected Audiences for TV Educational Programs

1. The five audiences which were rated very important by from 54 percent or more (up to 66 percent) of the agents were:

    Suburban housewives
    People interested in home grounds
    City housewives
    General public
    Farm housewives

2. There was basically a high agreement among the three departments in rating audiences very important for TV educational programs. The percent of agents in each department rating the audiences very important correlated highly with the percentages in the other two departments and also with the total.
3. The experienced agents differed little from all agents with respect to percentages who rated the various audiences very important for TV educational programs.

Suggestions Relating to Methods of TV Operations

Relating to TV Film Center

1. By far the largest percent (38) of 324 agents reporting would favor first approaching the subject-matter specialist in whose field the topic belonged to get it considered for a TV film to be produced by the TV Film Center. In all three departments the highest percent of agents favored the same approach.
2. The largest percent of both the experienced and inexperienced agents favored first approaching the subject-matter specialist in whose field the topic belonged to get it considered for a production by the TV Film Center. The percentages were 36 and 40 respectively.
3. Only 17 percent of the 327 agents who gave their views thought there was any possible conflict between the TV Film Center's productions and live programs of agents and specialists. Over half of those who thought there

was a possible conflict considered it related to duplication of effort or lack of coordination and communication.

4. Improve the quality of programs was the answer given most frequently (28 percent) by all agents, as to what should be done to meet the situation whereby the commercial stations through which the educational TV films of the colleges are presented to the public are providing less and less favorable times for these programs with the result that a smaller and smaller television audience is available. This answer was also in first position for all three departments.
5. Improve the quality of programs was also the answer given most frequently by both the experienced and inexperienced agents; the percentages were 30 and 24 respectively.

Approaches for Specialists and Agents in Planning Live TV Programs

1. Of 320 agents giving their views, 66 percent favored the approach, specialists in given subject-matter fields and agents assigned to those fields, meeting annually and planning jointly, TV programs for various viewing areas, at which meetings the agents and specialists would divide among themselves the jobs to be done.
2. A higher percent (70) of the inexperienced agents than of the experienced agents (65 percent) favored the approach for planning live TV programs which all agents favored.

3. Of the 209 agents who favored the approach referred to in (1) above, 74 percent would want both the agents and specialists to bring their plans of work to the meetings and use these as a basis for deciding what subject matter and audiences would be included in the TV programs.

4. The inexperienced agents more often than the experienced agents (78 percent compared to 72 percent) favored bringing plans of work to TV planning meetings with specialists.

Extension Service Cooperation in TV Work Among Counties in the Same Viewing Area

1. By far the largest percent (31) of the 295 agents reporting favored the procedure of the three state leaders' offices providing part or all of the salary of a TV (and radio) person who would be located in the county where the station was but who would plan with the counties in the viewing area the TV programs of the counties and administer the same. This procedure was also favored by the largest percent of agents in each department.

2. The procedure favored by the largest percent of all agents (see (1) above) was also favored by the largest percent of both experienced and inexperienced; the percentages were 30 and 29 respectively.

Participation in Statewide TV Educational Network

1. Eighty-two percent of the 297 agents who reported their views were favorable to the participation of the Colleges of Agriculture and Home Economics (including Extension Service) in an educational TV station at Ithaca which would be a part of a statewide TV educational network.
2. The experienced agents were slightly more favorable (84 percent) to participation in a TV network, than were the inexperienced agents (81 percent).

Opinion of the Study

1. Eighty-two percent of the agents thought this study for obtaining the viewpoints of all faculty members (including state leaders of Extension) in both the Colleges of Agriculture and Home Economics and all Extension agents as a basis for developing TV educational policy for reaching the general public was a good idea; 17 percent doubted the wisdom of it, and one percent thought it should not have been done.
2. Eighty-one percent of the experienced and 82 percent of the inexperienced agents thought the study was a good idea.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By Extension Agents

The Respondents

Returns and Classifications

Eighty-one percent of the 410 Extension agents to whom the questionnaires were mailed returned them (Table 1). The percentages of returns by departments were: Agriculture, 80; Home Demonstration, 93; and 4-H, 74. Of the classes of agents, county agents had the best record with 84 percent returning the questionnaires.

Throughout the part of the study dealing with Extension agents, two basic classifications of respondents have been used. The agents have been classified according to departments and according to experience in TV work. The numbers of respondents according to departments were:

Agricultural Department	129
Home Demonstration Department	100
4-H Department	104
Total	333

Of the 333 agents who returned questionnaires, 327 provided the necessary information for their classification as to whether or not they were experienced in live TV work in New York State.[1]

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[1] Experienced agents were those who, according to information provided in their questionnaires, had:
1) Appeared as a major personality (teacher) on one or more TV programs or prepared format entirely for one or more programs.
2) Had not done either in (1) but appeared as supporting personality (assistant teacher) and helped prepare format for one or more TV programs.
3) Did not qualify under (1) or (2) above, but did 6 or more of the following jobs:
   a) Provided information (subject matter) for one or more programs
   b) Appeared as supporting personality (assistant teacher) on one or more programs
   c) Proposed one or more programs
   d) Helped prepare format for one or more programs
   e) Reviewed and commented on format for one or more programs
   f) Served as a critic during rehearsal for one or more programs
   g) Made arrangements for one or more programs with TV station
   h) Prepared or helped prepare publicity for one or more programs
   i) Other jobs (counted as one even if more than one done).

Table 1

Number of Questionnaires Sent and Returned And Percent Returned by Classes of Agents and by Departments

Class of agent	Agricultural Dept.			Home Demonstration Dept.			4-H Department			Total		
	No. of questionnaires		Percent returned	No. of questionnaires		Percent returned	No. of questionnaires		Percent returned	No. of questionnaires		Percent returned
	Sent	Returned		Sent	Returned		Sent	Returned		Sent	Returned	
County agent	56	50	89	50	43	86	53	41	77	159	134	84
Associate agent	62	45	73	9	8	89	28	23	82	99	76	77
Assistant agent	36	28	78	47	47	100	55	37	67	138	112	81
Other[a]	7	6	86	2	2	100	5	3	60	14	11	79
Total	161	129	80	108	100	93	141	104	74	410	333	81

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[a] The figures for questionnaires sent to agents include nine regional agents, three agents-at-large, one county 4-H club leader, and one temporary acting county 4-H agent.

Table 2 gives the distribution of agents according to these two major categories with the percent of total respondents who were experienced, by class of agents and by departments. Of the 327 agents who could be classified on the basis of experience, 198, or 60.6 percent, fell into the experienced group and 129, or 39.4 percent, into the inexperienced group.

For all three departments, exclusive of the small group of other agents, the county agents had the highest percent (72.0) who were experienced in TV work. Again excluding the other group, the county agents had the highest percentages (83.3 and 73.2 respectively) in the experienced category in both the Agricultural and 4-H Departments. In the Home Demonstration Department the small group of associate agents (8) had the highest percent (87.5). This class of agent, however, was followed by the county agents (a much larger group, 43) with 58.1, followed closely by assistant agents with 53.2 percent.

Number of Years Employed in New York Extension Service

The average (mean) number of years employed in the New York Extension Service of the 332 agents who gave information on this item was 8.2. The average for the agricultural agents was 10.9; for the 4-H agents, 8.0; and for the home demonstration agents, 5.0.[1]

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[1] Sixteen of the 332 agents reporting had worked in the Extension Service outside of New York State. This number was so small and widely distributed over the range of years worked that the average for total years worked in Extension for all agents reporting would be little affected by adding these years outside of New York to the years worked in New York.

Table 2

Number Distribution of Extension Agents According to Experience in TV Work with Percent Who Were Experienced, by Departments and Class of Agents

Class of agents	Agricultural Dept.			Home Demonstration Dept.			4-H Dept.			Total		
	Number		Percent	Number		Percent	Number		Percent	Number		Percent
	Inexperienced	Experienced	experienced	Inexperienced	Experienced	experienced	Inexperienced	Experienced	experienced	Inexperienced	Experienced	experienced
County agent	8	40	83.3	18	25	58.1	11	30	73.2	37	95	72.0
Associate agent	18	26	59.1	1	7	87.5	8	14	63.6	27	47	63.5
Assistant agent	16	12	42.9	22	25	53.2	24	11	31.4	62	48	43.6
Other[a]	0	6	100.0	0	2	100.0	3	0	0	3	8	72.7
Total	42	84	66.7	41	59	59.0	46	55	54.5	129	198	60.6

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[a] Includes eight regional agents, one agent-at-large, one county 4-H club leader, and one temporary acting county 4-H agent.

When the agents were divided into experienced and inexperienced groups, the average (mean) number of years of employment in New York State were sharply different, 9.9 for the former and 5.4 for the latter. The averages for the agricultural agents were also widely different, with 12.6 years for experienced agents and 6.7 years for inexperienced agents. The same was true for the 4-H agents with an average of 10.9 years for the experienced agents and 5.0 years for inexperienced agents. While the experienced home demonstration agents had on the average longer tenures in the State than the inexperienced agents, the difference was not great. The average for the former was 5.3 years compared to 4.6 years for the latter.

Ownership of TV Set

Since a major purpose of the study was to obtain the points-of-view of the agents concerning educational TV, it was thought that a significant background for these opinions would be the extent of ownership of TV sets and opinions of TV as it is now operated in this country.

Eighty-nine percent of the 316 agents who answered the question indicated they had a TV set (Table 3). Ninety-three percent of both the agricultural and 4-H agents had a set, but only 81 percent of the home demonstration agents had a set.

More experienced agents (91 percent) than inexperienced agents (85 percent) had a set (Table 4). The experienced 4-H agents had the highest percent (98) who owned a set, and the inexperienced agricultural agents had the highest percent (100).

Table 3

Number and Percentage Distribution of Agents
According to Whether Have TV Set, by Departments

Have TV set	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	110	93	77	81	93	90	280	89
No	8	7	18	19	10	10	36	11
Total	118	100	95	100	103	100	316	100

Opinion of TV as Now Operated in This Country

Of the 292 agents who responded to this question and whose answers were understandable and relevant, the answer given most frequently (14 percent of total) fell in the category, good opinion of TV in general (Table 5).[1] However, the next class of answers in terms of frequency (12 percent of total) was, low opinion of TV - vast wasteland - waste of time. Seven classes of answers (classes 1, 5, 13, 14, 15, 17, and 18) can be considered positive. Together these seven classes constitute 31 percent of all answers. Five classes of answers (classes 2, 4, 9, 11, and 16) can be considered critical or negative. Together these five classes constitute 32 percent of all answers. The remaining six classes (classes 3, 6, 7, 8, 10, and 12) of answers constituting 37 percent of all answers were classes of answers

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[1] Each agent's answer was considered as a whole and classified under only one heading according to what seemed to be his major emphasis.

Table 4

Number and Percentage Distribution of Agents
According to Whether Have TV Set, by Experience in TV and by Departments

	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
Have TV set	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	70	90	47	85	53	98	170	91	37	100	30	75	37	80	104	85
No	8	10	8	15	1	2	17	9	0	0	10	25	9	20	19	15
Total	78	100	55	100	54	100	187	100	37	100	40	100	46	100	123	100

Table 5

Number and Percentage Distribution of Opinions of Television As It Now Operates in This Country by Departments

Class of answers	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
1. Good opinion of TV in general	19	17	9	11	12	13	40	14
2. Low opinion of TV - vast wasteland - waste of time	17	16	7	8	11	12	35	12
3. Critical of TV, but do selective viewing	10	9	11	13	7	7	28	10
4. Problem of commercialization of TV	11	10	7	8	12	13	30	10
5. Primarily for recreation and entertainment	8	7	7	8	10	11	25	9
6. Some good, some poor	7	6	9	11	8	8	24	8
7. TV should be more educational; need for TV that is more educational; has educational potentialities	4	4	7	8	9	10	20	7
8. Seldom watch - with comment[a]	4	4	7	8	5	5	16	6
9. Quality needs to be improved	6	5	6	7	3	3	15	5
10. Miscellaneous comments	5	4	2	2	3	3	10	3
11. Quality has gone down	3	3	1	1	4	4	8	3
12. Seldom see, so no opinion	4	4	3	3	2	2	9	3
13. All right as long as selective	3	3	2	2	2	2	7	2
14. Enjoy news coverage, sports, documentaries, specials	3	3	3	3	1	1	7	2
15. Quality has improved	1	1	2	2	2	2	5	2
16. TV educational programs poor or absent	1	1	3	3	3	3	7	2
17. Favorable comments	1	1	2	2	1	1	4	1
18. Primarily a source of information and entertainment	2	2	0	0	0	0	2	1
Total	109	100	88	100	95	100	292	100

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[a] These comments were generally not critical.

which were both approving and critical or which could not be classified as either. Thus, at least one third of the agents generally approved of TV as it now operates and at least one third disapproved or were critical of it.

The agricultural agents had 34 percent of their number who gave approving answers, the 4-H agents, 30 percent, and the home demonstration agents, 28 percent. Critical or negative answers were given by 35 percent of the agricultural agents, by the same percent of the 4-H agents, and by 27 percent of the home demonstration agents.

The answers given most frequently by both the experienced and inexperienced agents (14 and 12 percent respectively) fell into the class of answers designated as good opinion of TV generally (Table 6). This category was also the first ranking one for all agents. The second ranking category for both experienced and inexperienced agents was also the same (12 and 11 percent of all answers), namely, low opinion of TV - vast wasteland - waste of time, although the inexperienced agents had another category of answers with 11 percent, namely, problem of commercialization of TV. There was no difference between the experienced, inexperienced and all agents in terms of the first and second ranking categories, except the inexperienced agents as already noted had two categories tied for second position.

The seven classes of answers (classes 1, 5, 13, 14, 15, 17, and 18) which can be considered positive constitute 34 percent of the answers of experienced agents but only 28 percent

Table 6

Number and Percentage Distribution of Answers According to Opinions of Television as It Now Operates In this Country, by Experience in TV Work

Class of answers	Experienced No.	Experienced %	Inexperienced No.	Inexperienced %	Total No.	Total %
1. Good opinion of TV in general	25	14	14	12	39	14
2. Low opinion of TV - vast wasteland - waste of time	22	12	13	11	35	12
3. Critical of TV, but do selective viewing	18	10	10	9	28	10
4. Problem of commercialization of TV	17	9	13	11	30	10
5. Primarily for recreation and entertainment	16	9	9	8	25	9
6. Some good, some poor	14	8	10	9	24	8
7. TV should be more educational; need for TV that is more educational; has educational potentialities	14	8	6	5	20	7
8. Seldom watch - with comment[a]	9	5	7	6	16	6
9. Quality needs to be improved	5	3	10	9	15	5
10. Miscellaneous comments	7	4	2	2	9	3
11. Quality has gone down	5	3	3	3	8	3
12. Seldom see, so no opinion	4	2	5	4	9	3
13. All right as long as selective	5	3	2	2	7	2
14. Enjoy news coverage, sports, documentaries, specials	5	3	2	2	7	2
15. Quality has improved	3	2	2	2	5	2
16. TV educational programs poor or absent	3	2	4	3	7	2
17. Favorable comments	3	2	1	1	4	1
18. Primarily source of information and entertainment	1	1	1	1	2	1
Total	176	100	114	100	290	100

[a] These comments were generally not critical.

of the answers of the inexperienced agents. On the other hand, the five classes of answers (classes 2, 4, 9, 11, and 16) which can be considered critical or negative constituted only 29 percent of the experienced agents' answers but 37 percent of the answers of the inexperienced agents. Since the percentages of answers for both experienced and inexperienced agents which constituted the remaining six classes of answers were almost the same, 37 and 35 percent respectively, experienced agents on the whole approved of TV as it now operates in this country more often than did the inexperienced agents.

Awareness and Evaluation of TV Activities of the Colleges

Relating to the TV Film Center at Cornell

The entire study had its origin in an interest in evaluating the film productions of the TV Film Center which was established at Cornell under the administration of the Colleges of Agriculture and Home Economics in 1962. Because of this initial concern the faculties in the two colleges and the Extension agents were asked a series of somewhat similar questions regarding the Center and its productions.

Awareness of the TV Film Center. Eighty-six percent of the 330 agents reporting knew about the TV Film Center (Table 7). The home demonstration agents had the highest percent (95) of agents who were aware of the Center followed by the agricultural agents with 84 and the 4-H agents with 81 percent.

Almost all (93 percent) of those who were experienced in TV work were aware of the existence of the Center; however, only

Table 7

Number and Percentage Distribution of Agents
According to Knowledge of Existence of TV Film Center,
by Departments

Knew about Film Center	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	108	84	94	95	83	81	285	86
No	20	16	5	5	20	19	45	14
Total	128	100	99	100	103	100	330	100

about three fourths (77 percent) of the inexperienced agents had this awareness (Table 8). Of the experienced agents, the 4-H agents had the highest percent (98) who knew about the TV Film Center and the agricultural agents the lowest percent (87). The inexperienced home demonstration agents had a much higher percent (93) of agents who knew about the TV Film Center than did either the inexperienced agricultural agents (79 percent) or the inexperienced 4-H agents (60 percent).

Visits to the TV Film Center. Only 46, or 16 percent, of the 288 agents who reported ~~they were aware of the Center's existence~~ had visited it (Table 9). Eighteen percent of both the agricultural and 4-H agents reporting ~~who were aware of the Center~~ had visited it, but only 12 percent of the home demonstration agents had done so.

There was little difference between the percent of experienced and inexperienced agents reporting ~~aware of the Center~~ who had visited

Errata

Note Tables 7, 8, 9, 10, 11, and 12

In Table 9 three people who should have been omitted were included in the total of 288. Similarly, in Table 11 two people who should have been omitted were included in the total of 287. These totals should have been identical with the 285 which appears in Table 7. The data in Tables 9 and 11 should have dealt only with those who were aware of the TV Film Center. The three extra persons who appear in Table 9 and the two who appear in Table 11 should not have answered the questions with which these tables deal. Through an error in coding they were included. Because of the same coding error the totals when experienced and inexperienced agents are combined in Tables 10 and 12 should amount to 280 instead of 282 and 281 respectively. In all instances the error is relatively small.

Table 8

Number and Percentage Distribution of Agents According to Knowledge Of Existence of TV Film Center, by Experience in TV and by Departments

Knew about Film Center	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	72	87	56	97	54	98	182	93	33	79	38	93	27	60	98	77
No	11	13	2	3	1	2	14	7	9	21	3	7	18	40	30	23
Total	83	100	58	100	55	100	196	100	42	100	41	100	45	100	128	100

Table 9

Number and Percentage Distribution of Agents According to Whether or Not They Had Ever Visited Film Center, By Departments

Ever visited Film Center	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	20	18	11	12	15	18	46	16
No	89	82	83	88	70	82	242	84
Total	109	100	94	100	85	100	288	100

it, 17 percent compared to 13 percent (Table 10). Of the agents ~~who were aware of the Center~~ reporting, the inexperienced 4-H agents had the largest percent (21) of agents who had visited it, and the inexperienced home demonstration agents the smallest percent (3).

Viewed a film produced by the TV Film Center. Of the 287 agents who ~~knew about the Center~~ reported, 99, or 34 percent, had seen at least one film which the Center had produced (Table 11). About half of the 4-H and home demonstration agents ~~who were aware of the Center~~ reporting had seen at least one film but only 10 percent of the agricultural agents ~~aware of the Center~~ had done so.

The experienced group of agents had a somewhat higher percent (40) of agents who had seen a film than the inexperienced agents (27 percent) (Table 12). The experienced group of home demonstration agents had the highest percent (57) of agents who had seen a TV film produced by the Center, followed closely by

Table 10

Number and Percentage Distribution of Agents According to Whether or Not They Had Ever Visited Film Center, by Experience in TV and by Departments

Ever visited Film Center	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	14	19	10	18	8	15	32	17	6	18	1	3	6	21	13	13
No	59	81	46	82	46	85	151	83	27	82	37	97	22	79	86	87
Total	73	100	56	100	54	100	183	100	33	100	38	100	28	100	99	100

Table 11

Number and Percentage Distribution of Agents According to Whether or Not They Had Viewed a TV Film or Films Produced by the TV Film Center, by Departments

Ever viewed film by TV Film Center	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	11	10	46	49	42	50	99	34
No	66	61	37	39	22	26	125	44
Didn't know	32	29	11	12	20	24	63	22
Total	109	100	94	100	84	100	287	100

the 4-H experienced agents with 55 percent. A smaller percent (15) of the experienced agricultural agents had seen a TV film produced by the Center than the percent of either the inexperienced 4-H agents (44 percent) or home demonstration agents (37 percent).

Classification of TV films viewed.[1] The agents who had viewed one or more films were asked to list the topic with which each film dealt and to classify each according to whether essentially a teaching film, or public relations one, or both and then to rate each as to whether worthwhile, moderately worthwhile, or of little value. Of the 15 films[2] which had been

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[1] Because of the small numbers involved, the respondents were not classified by departments or by experienced or inexperienced for the data described in this section.

[2] This number includes "4-H Spots" which are counted as one film although the "Spots" are really a series of films.

Table 12

Number and Percentage Distribution of Agents According to Whether or Not They Had Viewed a TV Film or Films Produced by the TV Film Center, by Experience in TV and by Departments

Ever viewed film by TV Film Center	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	11	15	32	57	30	55	73	40	0	0	14	37	12	44	26	27
No	40	55	19	34	10	19	69	38	23	70	18	47	11	41	52	53
Don't know	22	30	5	9	14	26	41	22	10	30	6	16	4	15	20	20
Total	73	100	56	100	54	100	183	100	33	100	38	100	27	100	98	100

produced by the Center at the time the respondents filled out the questionnaires, most were reported viewed by only a small number of agents (Table 13). Eleven were reported viewed by less than 10 agents. "In the Darkest Places," a 13.5 minutes film, was reported viewed by 27 agents. One film on apples of the "Closer Look" series were reported viewed by 13 agents. "4-H Spots" were reported viewed by 40 agents. The percentages of all (333) agents returning questionnaires who had seen the various films were generally low, ranging from 0.3 to 12.0.

Eleven of the 15 films which had been viewed were considered essentially teaching films by 70 percent or more of the agents viewing them.[1] The "4-H Spots" were considered by a large percentage (88) of those viewing them as public relations productions. Two other films, "Home Economics Careers" and "Operation Advance," were also considered public relations films by large percentages of the agents (83 and 67 percent respectively) viewing them. Only two films were considered by more than 25 percent of the agents viewing them to be both teaching and public relations. These were the one on maple syrup of the "Closer Look" series (40 percent) and "Aging and Independence," a 13.5 minutes film (29 percent). However, all of the productions were considered by some of the agents viewing them (range, 12 to 40 percent) to be both teaching and public relations films.

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[1] One of these films, "Agricultural Leaders' Forum" was reported viewed by only one agent who classified it as essentially a teaching film.

Table 13

Percentage of Agent Viewers Classifying Films Produced by the TV Film Center As Essentially Teaching, Essentially Public Relations, or Both

Name of film		Percent of agents seeing film and reporting (N = 333)	Classification of film: Essentially teaching	Essentially public relations	Both teaching and public relations
				Percent	
"Closer Look" series					
Potatoes	(N = 6)	1.8	83		17
Eggs	(N = 6)	1.8	83		17
Ham	(N = 5)	1.5	80		20
Cheese	(N = 5)	1.5	80		20
Maple syrup	(N = 10)	3.0	60		40
Cherries	(N = 5)	1.5	80		20
Peaches	(N = 5)	1.5	80		20
Apples	(N = 13)	3.9	70	15	15
Turkeys	(N = 4)	1.2	75		25
"In the Darkest Places"	(N = 27)	8.1	89		11
"Aging and Independence"	(N = 7)	2.1	71		29
"4-H Spots"	(N = 40)	12.0	0	88	12
"Operation Advance"	(N = 9)	2.7	11	67	22
"Home Economics Careers"	(N = 6)	1.8		83	17
"Agricultural Leaders' Forum"	(N = 1)	0.3	100		

Rating of TV films viewed.[1] Three films, "Aging and Independence," "Home Economics Careers," and "In the Darkest Places" were rated very worthwhile by over 80 percent of those who reported viewing them (Table 14).[2] Only the film on apples of the "Closer Look" series was rated very worthwhile by over three fourths (actually 77 percent) of the agents. The one on potatoes in the "Closer Look" series was rated very worthwhile by 67 percent of the agents. Four of the other seven films in the series of nine were rated very worthwhile by 60 percent of agents and three were rated very worthwhile by 50 percent.

Relating to Four Basic Classes of TV Programs of the Colleges

The questionnaire which was sent to the Extension agents listed with accompanying description the following four classes of TV programs with which the colleges have been associated in the past:

1. Regularly scheduled county Extension agents' programs; usually live; length 10, 15, 20, and 30 minutes; principal personalities (teachers), county agents, with specialists as occasional guests; usually one lesson only but a few series of lessons have been presented; telecast over commercial stations; some of these programs are: "You and Your Family" from Buffalo,

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[1] Because of the small numbers involved, the respondents were not classified by departments or by experienced or inexperienced for the data described in this section.

[2] One film, "Agricultural Leaders' Forum" was reported viewed by only one agent who also rated it very worthwhile.

Table 14

Percentage Distribution of Agent Viewers According to Rating of Films Produced by the TV Film Center

Name of film		Percent of agents seeing film and reporting (N = 333)	Rating of film: Very worthwhile	Rating of film: Moderately worthwhile	Rating of film: Little value
				Percent	
"Closer Look" series					
Potatoes	(N = 6)	1.8	67	33	
Eggs	(N = 6)	1.8	50	50	
Ham	(N = 5)	1.5	60	40	
Cheese	(N = 5)	1.5	60	40	
Maple syrup	(N = 10)	3.0	50	50	
Cherries	(N = 5)	1.5	60	40	
Peaches	(N = 5)	1.5	60	40	
Apples	(N = 13)	3.9	77	23	
Turkeys	(N = 4)	1.2	50	50	
"In the Darkest Places"	(N = 27)	8.1	81	15	4
"Aging and Independence"	(N = 7)	2.1	86	14	
"4-H Spots"	(N = 40)	12.0	67	30	3
"Operation Advance"	(N = 10)[1]	3.0	40	60	
"Home Economics Careers"	(N = 6)	1.8	83	17	
"Agricultural Leaders' Forum"	(N = 1)	0.3	100		

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[1] One person rated film, but did not classify.

"Farm Show" from Buffalo, "Open House - Homemaking and You" from Binghamton, "Party-Line" from Syracuse.

2. Short course programs; both live and filmed productions; length 30 minutes; principal personalities (teachers), college specialists; five to eight lessons on succeeding days or weeks; preregistered audiences to whom printed material was sent in advance; telecast over commercial stations; program titles: "Sew for Growth," "Farm Management," and "Dairy Cattle Feeding School."[1]

3. Short TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 4.5 minutes; produced with help of college specialists and researchers; narrator, a skilled TV personality employed under contract; telecast principally over commercial stations; general title of films: "Closer Look" series; included are films on potatoes, eggs, ham, milk, peaches, etc., with consumer orientation.

4. Longer TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 13.5 minutes; principal personalities (teachers), college specialists and researchers; telecast principally over commercial stations; titles of films: "In the Darkest Places" (deals with clothes moths, carpet beetles, and serious pests of woolen goods) and "Aging and Independence" (deals with problems of the aged).

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[1] The three short course programs included under this category were presented to the agents for evaluation of each as to educational effectiveness. The discussion of this evaluation appears on page 59 .

Each respondent was asked to indicate how well he was acquainted with each class of TV program, i.e., very well acquainted, some acquaintance, and only know what is described in the questionnaire, and also to rate each class, i.e., high, average, and poor, or do not know enough to rate.

Awareness of class (1) programs. Of the 302 agents who answered the question, 36 percent indicated they were very well acquainted with class (1) programs, regularly scheduled county Extension agents' programs (Table 15). The home demonstration agents had the largest percent (47) who were very well acquainted with class (1) programs, followed by the agricultural agents with 35 and the 4-H agents with 28 percent.

Table 15

Number and Percentage Distribution of Agents According to Acquaintance with Class (1), Regularly Scheduled County Agents' Programs, by Departments

Degree of acquaintance	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Very well acquainted with	39	35	45	47	26	28	110	36
Have some acquaintance	36	32	25	26	29	31	90	30
Only know what is described	37	33	26	27	39	41	102	34
Total	112	100	96	100	94	100	302	100

Of the 180 experienced agents who responded to the question, 56 percent indicated they were very well acquainted with class (1) *programs*, *regularly scheduled county Extension agents' programs*, but only six percent of the inexperienced agents were *very well acquainted* with the *class (1) programs* (Table 16). In fact, 58 percent knew nothing about them except what they had read in the questionnaire.

The experienced home demonstration agents had the largest percent (73) who were *very well acquainted* with *class (1) programs*; the experienced 4-H and agricultural agents had a much smaller percent who were *very well acquainted* with *class (1) programs*, 48 and 49 percent respectively. The inexperienced agents in all three departments had relatively few agents who were *very well acquainted* with *class (1) programs*.

Rating of class (1) programs. Of the 159 agents who felt they knew enough to rate the *regularly scheduled county Extension agents' programs* as a whole, 39 percent rated them *high*, but over half (55 percent) rated them *average* (Table 17). The home demonstration agents had the largest percent (42) who rated the programs *high*, with the agricultural and 4-H agents having about the same percent (38 and 39 respectively) who gave the programs a *high* rating.

Of the 125 experienced agents who thought they knew enough to give a rating, 43 percent rated the *class (1)*, *regularly scheduled county Extension agents' programs*, *high*; but of the 32 inexperienced agents who thought they knew enough to give a rating, only 28 percent rated these programs *high* (Table 18). Among the experienced agents, the home demonstration agents had the highest percent (51) who rated the programs *high*.

Table 16

Number and Percentage Distribution of Agents According to Acquaintance with Class (1), Regularly Scheduled County Extension Agents' Programs, by Experience in TV and by Departments

Degree of acquaintance	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very well acquainted with	37	49	41	73	23	48	101	56	2	6	4	10	1	2	7	6
Have some acquaintance	22	29	11	20	15	31	48	27	14	42	14	35	14	33	42	36
Only know what is described	17	22	4	7	10	21	31	17	17	52	22	55	28	65	67	58
Total	76	100	56	100	48	100	180	100	33	100	40	100	43	100	116	100

Table 17

Number and Percentage Distribution of Agents According to Rating Of Class (1), Regularly Scheduled County Extension Agents' Programs, As Educational Efforts, by Departments

Rating of program	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
High	21	38	25	42	17	39	63	39
Average	31	55	33	56	23	52	87	55
Poor	4	7	1	2	4	9	9	6
Total	56	100	59	100	44	100	159	100

Among the inexperienced agents, the 4-H agents had the highest percent (50) who rated the programs high; however, the numbers of inexperienced agents in all three departments who rated the programs was relatively small (10 or 12).

Awareness of class (2), short course programs. Of the 300 agents who gave information, only 16 percent claimed to be very well acquainted with the class (2) programs (Table 19). The home demonstration agents had the highest percent (24) who reported being very well acquainted with these programs, followed closely by the agricultural agents. Only three percent of the 4-H agents were very well acquainted with the programs.

Twenty-five percent of the experienced compared to four percent of the inexperienced agents were very well acquainted

Table 18

Number and Percentage Distribution of Agents According to Rating of Class (1), Regularly Scheduled County Extension Agents' Programs, as Educational Efforts, by Experience in TV and by Departments

Rating of program	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High	18	39	24	51	11	34	53	43	3	30	1	8	5	50	9	28
Average	25	54	22	47	17	53	64	51	6	60	11	92	5	50	22	69
Poor	3	7	1	2	4	13	8	6	1	10	0	0	0	0	1	3
Total	46	100	47	100	32	100	125	100	10	100	12	100	10	100	32	100

Table 19

Number and Percentage Distribution of Agents According to Acquaintance with Class (2), Short Course Programs, by Departments

Degree of acquaintance	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Very well acquainted with	23	20	23	24	3	3	49	16
Have some acquaintance	48	43	36	38	43	46	127	43
Only know what is described	41	37	36	38	47	51	124	41
Total	112	100	95	100	93	100	300	100

with the class (2) programs (Table 20). Among the experienced agents, the home demonstration agents had the highest percent (35) of agents who were very well acquainted with these programs. Of the inexperienced agents, only the home demonstration agents had any appreciable percent (10) of agents who were very well acquainted with class (2) programs.

Rating of class (2), short course programs. Of the 141 agents who considered they knew enough to rate this class of programs, 48 percent rated them high (Table 21). All three classes of agents had about equal percentages (around 50) of agents who rated the class (2) programs high.

The experienced agents had only a slightly higher percent of agents who rated the class (2) programs high, than did the inexperienced agents, 49 compared to 47 percent (Table 22).

Table 20

Number and Percentage Distribution of Agents According to Acquaintance with Class (2), Short Course Programs, by Experience in TV and by Departments

Degree of acquaintance	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very well acquainted with	22	29	19	35	3	6	44	25	1	3	4	10	0	0	5	4
Have some acquaintance	37	48	21	38	30	64	88	49	11	34	15	38	11	26	37	32
Only know what is described	18	23	15	27	14	30	47	26	20	63	21	52	32	74	73	64
Total	77	100	55	100	47	100	179	100	32	100	40	100	43	100	115	100

Table 21

Number and Percentage Distribution of Agents
According to Rating of Class (2), Short Course Programs,
As Educational Efforts, by Departments

Rating of program	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
High	30	47	23	48	15	50	68	48
Average	32	51	24	50	14	47	70	50
Poor	1	2	1	2	1	3	3	2
Total	63	100	48	100	30	100	141	100

The various classes of experienced agents differed very little in the percent of those who rated the programs high; the percentages were around 50. Half, or slightly less than half, of the inexperienced home demonstration, 4-H, and agricultural agents rated the programs high (46, 50 and 45 percent respectively).

Awareness of class (3), short TV films produced by the Center. Of the 300 agents who reported, only two percent were very well acquainted with class (3), short TV films produced by TV Film Center (Table 23). The percentages for all classes of agents who were very well acquainted with class (3) ranged from zero to four percent.

Only three percent of the experienced agents were very well acquainted with class (3), TV film productions (Table 24). The experienced home demonstration agents had the highest

Table 22

Number and Percentage Distribution of Agents According to Rating of Class (2), Short Course Programs, as Educational Efforts, by Experience in TV and by Departments

Rating of program	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High	25	48	17	49	11	50	53	49	5	45	6	46	3	50	14	47
Average	27	52	17	49	10	45	54	49	5	45	7	54	3	50	15	50
Poor	0	0	1	2	1	5	2	2	1	10	0	0	0	0	1	3
Total	52	100	35	100	22	100	109	100	11	100	13	100	6	100	30	100

Table 23

Number and Percentage Distribution of Agents According to Acquaintance with Class (3), Short TV Films Produced by TV Film Center, by Departments

Degree of acquaintance	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Very well acquainted with	0	0	4	4	3	3	7	2
Have some acquaintance	27	24	36	38	23	25	86	29
Only know what is described	86	76	54	58	67	72	207	69
Total	113	100	94	100	93	100	300	100

percent (8) who thought they were very well acquainted with these productions. Only one 4-H inexperienced agent was very well acquainted with the productions.

Rating of class (3), short TV films produced by the Center. Of the 54 agents who thought they knew enough to rate class (3), TV film productions, 51 percent rated them high (Table 25). The home demonstration agents had the highest percent (66) of agents who rated class (3) high; the 4-H agents came next with 42 percent rating high; the agricultural agents had the lowest percent (33) rating class (3) high.

Fifty-five percent of the experienced agents rated the class (3), TV film productions high compared to 43 percent of the inex-

Table 24

Number and Percentage Distribution of Agents According to Acquaintance with Class (3), Short TV Films Produced by TV Film Center, by Experience and by Departments

Degree of acquaintance	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very well acquainted with	0	0	4	8	2	4	6	3	0	0	0	0	1	2	1	1
Have some acquaintance	21	27	25	46	15	32	61	34	6	18	11	28	7	16	24	21
Only know what is described	56	73	25	46	30	64	111	63	27	82	29	72	35	82	91	78
Total	77	100	54	100	47	100	178	100	33	100	40	100	43	100	116	100

Table 25

Number and Percentage Distribution of Agents
According to Rating of Class (3), Short TV Films Produced by
TV Film Center, as Educational Efforts, by Departments

Rating of program	Agr. Dept. No.	Agr. Dept. %	H.D. Dept. No.	H.D. Dept. %	4-H Dept. No.	4-H Dept. %	Total No.	Total %
High	5	33	18	66	5	42	28	51
Average	8	54	8	30	7	58	23	43
Poor	2	13	1	4	0	0	3	6
Total	15	100	27	100	12	100	54	100

perienced agents (Table 26). Of the experienced agents, home demonstration agents had the highest percent (68) of agents rating the productions high. The numbers of inexperienced agents by departments were small in all three cases. The inexperienced home demonstration agents had the highest percent (60) who rated the class (3) productions high.

Awareness of class (4), longer TV films produced by TV Film Center. Only two percent of the 300 agents reporting were very well acquainted with the class (4), longer TV film productions (Table 27). All of the agents in this two percent group were from the home demonstration department.

Only four percent of the experienced agents were very well acquainted with the class (4), longer TV film productions, and all of this four percent group was composed of experienced home

Table 26

Number and Percentage Distribution of Agents According to Rating of Class (3), Short TV Films Produced by TV Film Center, as Educational Efforts, By Experience in TV and by Departments

Rating of program	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High	4	40	15	68	3	38	22	55	1	20	3	60	2	50	6	43
Average	4	40	6	27	5	62	15	37	4	80	2	40	2	50	8	57
Poor	2	20	1	5	0	0	3	8	0	0	0	0	0	0	0	0
Total	10	100	22	100	8	100	40	100	5	100	5	100	4	100	14	100

Table 27

Number and Percentage Distribution of Agents According to Acquaintance With Class (4), Longer TV Films Produced by TV Film Center, by Departments

Degree of acquaintance	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Very well acquainted with	0	0	7	7	0	0	7	2
Have some acquaintance	13	12	46	49	8	9	67	22
Only know what is described	99	88	42	44	85	91	226	76
Total	112	100	95	100	93	100	300	100

demonstration agents (Table 28). None of the inexperienced agents were very well acquainted with class (4).

Rating of class (4), longer TV films produced by TV Film Center. Of the 48 agents who thought they knew enough to rate class (4) productions, 56 percent rated them high (Table 29). A large majority of the agents who thought they knew enough to rate these productions were home demonstration agents and most of those who rated them high were from this class of agents.

The inexperienced agents had 69 percent of their number who rated the class (4) productions high compared to 51 percent of the experienced agents who did so (Table 30). The inexperienced and experienced home demonstration agents were the two

Table 28

Number and Percentage Distribution of Agents According to Acquaintance with Class (4), Longer TV Films Produced by TV Film Center, by Experience and by Departments

	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
Degree of acquaintance	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very well acquainted with	0	0	7	13	0	0	7	4	0	0	0	0	0	0	0	0
Have some acquaintance	12	16	27	50	6	13	45	25	1	3	19	46	2	5	22	19
Only know what is described	65	84	20	37	41	87	126	71	31	97	22	54	41	95	94	81
Total	77	100	54	100	47	100	178	100	32	100	41	100	43	100	116	100

Table 29

Number and Percentage Distribution of Agents
According to Rating of Class (4), Longer TV Films Produced
by TV Film Center, as Educational Efforts, by Departments

Rating of program	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
High	0	0	25	66	2	50	27	56
Average	6	100	12	31	1	25	19	40
Poor	0	0	1	3	1	25	2	4
Total	6	100	38	100	4	100	48	100

subclasses of agents who contributed mostly to the total group of agents rating the class (4) productions high with 75 and 61 percent respectively.

Summary of acquaintance with and rating of four classes of TV programs. Of the three groups of agents for whom data are presented in Table 31, only the experienced agents, had any sizeable percentages who considered themselves very well acquainted with the various classes of programs. These experienced agents had as high as 56 percent of their number who were very well acquainted with class (1), regularly scheduled county Extension Agents' programs, but no other class had nearly as high a percentage of these agents very well acquainted with them.

Both because of their experience and acquaintance with the various classes of programs, the experienced agents' ratings are the only ones that warrant serious consideration. Even this

Table 30

Number and Percentage Distribution of Agents According to Rating of Class (4), Longer TV Films Produced by TV Film Center as Educational Efforts, by Experience and by Departments

Rating of program	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
High	0	0	16	61	2	50	18	51	0	0	9	75	0	0	9	69
Average	5	100	9	35	1	25	15	43	1	100	3	25	0	0	4	31
Poor	0	0	1	4	1	25	2	6	0	0	0	0	0	0	0	0
Total	5	100	26	100	4	100	35	100	1	100	12	100	0	0	13	100

Table 31

Percent of Agents Experienced in TV Work, of Agents Inexperienced in TV Work, And of All Agents According to Acquaintance With and Rating of Classes of TV Programs

Class of program, acquaintance with, and rating of	Experienced agents	Inexperienced agents	All agents
		Percent	
Class (1)--Regularly scheduled county Extension Agents' programs			
Very well acquainted with	56 (N = 180)	6 (N = 116)	36 (N = 302)
High rating	43 (N = 125)	28 (N = 32)	39 (N = 159)
Class (2)--Short course programs, live and filmed			
Very well acquainted with	25 (N = 179)	4 (N = 115)	16 (N = 300)
High rating	49 (N = 109)	47 (N = 30)	48 (N = 141)
Class (3)--Short TV films, produced by TV Film Center			
Very well acquainted with	3 (N = 178)	1 (N = 116)	2 (N = 300)
High rating	55 (N = 40)	43 (N = 14)	51 (N = 54)
Class (4)--Longer TV films produced by TV Film Center			
Very well acquainted with	4 (N = 178)	0 (N = 116)	2 (N = 300)
High rating	51 (N = 35)	69 (N = 13)	56 (N = 48)

approach is not very satisfactory, because of the relatively small number of these agents who were very well acquainted with classes (3) and (4). This leaves only two classes, (1) and (2), whose ratings could seem to be significant in which case class (2), short course programs, live and filmed, are in first place with 49 percent of the experienced agents who knew enough to rate giving them a high rating followed closely by class (1), regularly scheduled county Extension Agents' programs, with 43 percent of the experienced agents rating them high.

Relating to Three Live and/or Filmed TV Programs

Three live and/or filmed TV programs have been presented several times by the New York Extension Service in recent years. These programs were "Farm Management," "Sew for Growth," and "Dairy Cattle Feeding School." Each presentation consisted of a series of lessons and had a hard core audience of pre-registered viewers. The agents were asked to indicate whether or not they had viewed these programs and, if they had, to rate them as to their educational effectiveness.

Seventy-one of the agents had viewed the "Farm Management" program (Table 32). Thirty-eight percent of these 71 agents considered the program very effective; only six percent considered it as having little effectiveness. Since the "Farm Management" program is in the agricultural field, as might be expected, 53 of the 71 agents who reported seeing it were agricultural agents. Thirty-nine percent of these 53 agents considered it very effective.

Table 32

Number and Percentage Distribution of Agents According to Rating of Educational Effectiveness of TV Farm Management Program, by Departments

Rating of program	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Very effective	21	39	3	50	3	25	27	38
Some effectiveness	29	55	3	50	8	67	40	56
Little effectiveness	3	6	0	0	1	8	4	6
Total	53	100	6	100	12	100	71	100

Thirty-nine percent of the experienced agents who had seen the "Farm Management" program considered it very effective, while only 27 percent of the inexperienced agents rated it very effective (Table 33). Thirty-six percent of the experienced agricultural agents who constituted the major part of all the experienced agents viewing the program considered it very effective, but 57 percent of them rated it as having only some effectiveness. The numbers of various classes of inexperienced agents viewing the program were so small that their distribution on the rating scale has no significance.

The "Sew for Growth" program was viewed by 58 agents (Table 34). Half of these considered it very effective as an educational program; only three percent considered it as having little effectiveness. Thirty-four of the 58 viewers were home demonstration

Table 33

Number and Percentage Distribution of Agents According to Rating of Educational Effectiveness of Farm Management Program, by Experience in TV and by Departments

Rating of program	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very effective	16	36	3	60	2	40	21	39	4	50	0	0	0	0	4	27
Some effectiveness	25	57	2	40	3	60	30	55	4	50	1	100	5	83	10	66
Little effectiveness	3	7	0	0	0	0	3	6	0	0	0	0	1	17	1	7
Total	44	100	5	100	5	100	54	100	8	100	1	100	6	100	15	100

Table 34

Number and Percentage Distribution of Agents According to Rating of Educational Effectiveness of TV Sew for Growth Program, by Departments

Rating of program	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Very effective	3	43	18	53	8	47	29	50
Some effectiveness	4	57	15	44	8	47	27	47
Little effectiveness	0	0	1	3	1	6	2	3
Total	7	100	34	100	17	100	58	100

agents and 17 were 4-H agents. Only seven were agricultural agents. Fifty-three percent of the home demonstration agents, 47 percent of the 4-H agents and 43 percent of the agricultural agents considered the program very effective.

The percent (55) of inexperienced agents was greater than the percent (49) of experienced agents who viewed the "Sew for Growth" program and rated it very effective (Table 35). The experienced home demonstration agents had the highest percent (53) who rated the program very effective. While 50 percent of experienced agricultural agents rated the program very effective, only six of these agents had viewed it. Thirty-eight percent of the 13 experienced 4-H agents who had viewed the program rated it very effective. The numbers of the three classes of

Table 35

Number and Percentage Distribution of Agents According to Rating of Educational Effectiveness of TV Sew for Growth Program by Experience in TV and by Departments

Rating of program	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very effective	3	50	15	53	5	38	23	49	0	0	3	50	3	75	6	55
Some effectiveness	3	50	12	43	7	54	22	47	1	100	3	50	1	25	5	45
Little effectiveness	0	0	1	4	1	8	2	4	0	0	0	0	0	0	0	0
Total	6	100	28	100	13	100	47	100	1	100	6	100	4	100	11	100

inexperienced agents who had seen the program were too small to be considered significant for ratings of the program.

The "Dairy Cattle Feeding School" was viewed by 40 agents (Table 36). Exactly half of the 40 considered the program very effective, only one agent considered it as having little effectiveness. Since the program dealt with an agricultural topic, most of those (33) who had viewed it were agricultural agents. Fifty-five percent of these 33 agents considered it very effective, and only one thought it had little effectiveness.

Table 36

Number and Percentage Distribution of Agents
According to Rating of TV Dairy Cattle Feeding School,
By Departments

Rating of program	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Very effective	18	55	1	33	1	25	20	50
Some effectiveness	14	42	2	67	3	75	19	48
Little effectiveness	1	3	0	0	0	0	1	2
Total	33	100	3	100	4	100	40	100

Forty-five percent of the 33 experienced agents who saw the "Dairy Cattle Feeding School" considered it very effective (Table 37). While 71 percent of the inexperienced agents considered the program very effective, only 7 inexperienced agents had seen

Table 37

Number and Percentage Distribution of Agents According to Rating of TV Dairy Cattle Feeding School, by Experience in TV and by Departments

Rating of program	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Very effective	13	48	1	33	1	33	15	45	5	83	0	0	0	0	5	71
Some effectiveness	13	48	2	67	2	67	17	52	1	17	0	0	1	100	2	29
Little effectiveness	1	4	0	0	0	0	1	3	0	0	0	0	0	0	0	0
Total	27	100	3	100	3	100	33	100	6	100	0	0	1	100	7	100

it. Most of the experienced agents who had seen the program (27 of the total of 33) were agricultural agents, and 48 percent of these considered it very effective.

Attitude Toward TV as an Educational Medium for Reaching Out-of-School People

Opinion of TV as a Medium of Extension Teaching

The agents were asked to indicate what they thought of TV as a medium of Extension teaching.[1] They were given five answers from which to choose one, with an opportunity to qualify their answer. The five possible answers were: the best, one of the better means, about the same as a number of other means, poorest, and have no opinion about its relative merits. In Table 38 the results of the responses are presented with two answers for each of the five choices, i.e., an unqualified and a qualified choice. As high as 42 percent of the 332 agents answering the question considered it one of the better means without qualifications. If to that percent is added the percent who considered it one of the better means with qualifications, the percentage rises to 59. The home demonstration agents had the highest percent who considered TV one of the better means. This was true both for one of the better means without qualifications and for one of the better means with qualifications.

The experienced and inexperienced agents had the same percent (41) of their numbers who considered TV one of the better means for conducting Extension teaching (Table 39). The percentages of these two groups of agents for this choice with qualifications

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[1] When tested by X^2, the opinion of all agents of TV as now operated in this country (see page 24) was not significantly related to their views regarding TV as an educational medium for out-of-school people.

Table 38

Number and Percentage Distribution of Agents According to Opinion of TV as a Medium For Extension Teaching, by Departments

Opinion of TV	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
The best	0	0	0	0	0	0	0	0
The best (with qualifications)	0	0	0	0	1	1	1	0
One of the better means	50	39	54	54	34	33	138	42
One of the better means (with qualifications)	16	12	26	26	13	12	55	17
About the same as a number of other means	29	23	10	10	29	28	68	20
About the same as a number of other means (with qualifications)	15	12	9	9	11	10	35	11
Poorest	0	0	0	0	1	1	1	0
Poorest (with qualifications)	6	5	0	0	3	3	9	3
No opinion	4	3	1	1	2	2	7	2
No opinion (with qualifications)	8	6	0	0	10	10	18	5
Total	128	100	100	100	104	100	332	100

Table 39

Number and Percentage Distribution of Agents According to Opinion of TV As a Medium for Extension Teaching, by Experience with TV and by Departments

	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
Opinion of TV	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
The best	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The best (with qualifications)	0	0	0	0	1	2	1	1	0	0	0	0	0	0	0	0
One of the better means	33	40	34	57	16	29	83	41	16	38	20	49	17	37	53	41
One of the better means (with qualifications)	12	14	14	24	8	15	34	17	4	10	12	29	5	11	21	16
About the same as a number of other means	16	20	4	7	18	33	38	19	13	31	6	15	11	24	30	23
About the same as a number of other means (with qualifications)	12	14	7	12	5	9	24	12	3	7	2	5	5	11	10	8
Poorest	0	0	0	0	1	2	1	1	0	0	0	0	0	0	0	0
Poorest (with qualifications)	6	7	0	0	3	5	9	5	0	0	0	0	0	0	0	0
No opinion	0	0	0	0	0	0	0	0	3	7	1	2	1	2	5	4
No opinion (with qualifications)	4	5	0	0	3	5	7	4	3	7	0	0	7	15	10	8
Total	83	100	59	100	55	100	197	100	42	100	41	100	46	100	129	100

were almost identical; 17 for experienced and 16 for inexperienced agents. The experienced home demonstration agents had a considerably higher percent than either the agricultural or 4-H agents (57 compared to 40 and 29) who considered TV one of the better means. The same was true for the inexperienced home demonstration agents compared to the other two classes of agents. Both the experienced and inexperienced home demonstration agents held the same relative position for this choice with qualifications.

Opinion as to What Should Be Done About TV

In the questionnaire the agents were asked to respond to the following: Since TV appears to be developing rapidly as an educational medium, the Extension Service should (check one): 1) Use TV about as it is now doing, 2) Develop a basic policy for its use, 3) Give it little or no attention until we are more sure of its development, 4) Disagree with the view that TV is developing rapidly as a medium for educating out-of-school people. Eighty percent of the agents chose develop a basic policy for its use (Table 40). The agricultural agents had the highest percent (85) followed by the home demonstration agents with 78 percent, and the 4-H agents with 77 percent. Thirteen percent of the agents would use TV about as it (Extension) is now doing. Nine, or three percent of the agents disagreed with the view that TV is developing rapidly as a medium for educating out-of-school people.

There was little difference between experienced and inexperienced agents who chose develop a basic policy for its use;

Table 40

Number and Percentage Distribution of Agents According to Opinion As to What Extension Service Should Do Since TV Appears to be Developing Rapidly As an Educational Medium, by Departments

Extension Service should	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Use TV about as it is doing now	11	9	17	17	14	14	42	13
Develop basic policy for its use	106	85	76	78	78	77	260	80
Give it little or no attention until we are more sure of its development	1	1	0	0	1	1	2	1
Use TV about as it is doing now and develop a basic policy	0	0	2	2	1	1	3	1
Other	1	1	2	2	4	4	7	2
Disagree that TV is rapidly developing as educational medium for out-of-school people	5	4	1	1	3	3	9	3
Total	124	100	98	100	101	100	323	100

the percentages were 79 and 82 respectively (Table 41). The experienced agricultural agents had the highest percent (87) of agents who favored this position. This was also true but less markedly for the inexperienced agricultural agents.

Table 41

Number and Percentage Distribution of Agents According to Opinion as to What Extension Service Should Do Since TV Appears to be Developing Rapidly as an Educational Medium, by Experience and by Departments

Extension Service should do	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Use TV about as it is doing now	8	10	12	20	9	16	29	15	3	7	5	12	5	11	13	10
Develop basic policy for its use	71	87	44	75	40	74	155	79	33	83	32	82	36	81	101	82
Give it little or no attention until we are more sure of its development	1	1	0	0	1	2	2	1	0	0	0	0	0	0	0	0
Use TV about as it is doing now and develop a basic policy	0	0	1	2	0	0	1	1	0	0	1	3	1	2	2	2
Other	0	0	2	3	2	4	4	2	1	3	0	0	2	4	3	2
Disagree that TV is rapidly developing as educational medium for out-of-school people	2	2	0	0	2	4	4	2	3	7	1	3	1	2	5	4
Total	82	100	59	100	54	100	195	100	40	100	39	100	45	100	124	100

Participation in Live TV Programs

Extent of Participation in Live TV

Sixty-four percent of the 333 agents who returned questionnaires had participated in some manner in the production of one or more live TV programs since being employed in the New York Extension Service (Table 42). Seventy percent of the agricultural agents, 62 percent of the home demonstration agents and 59 percent of the 4-H agents had participated in one or more programs.

Table 42

Number and Percentage Distribution of Agents According to Whether or Not They Had Participated in Some Manner In One or More Live TV Programs Since Employed in New York Extension Service, by Departments

Participated in live TV	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	90	70	62	62	61	59	213	64
No	39	30	38	38	43	41	120	36
Total	129	100	100	100	104	100	333	100

All of the experienced agents had participated in the production of one or more TV programs since employment by the New York Extension Service (Table 43). The fact that all of the experienced agents had worked with one or more programs is to be expected since the criteria for classification as experienced consisted of either the major jobs or combinations of a number

Table 43

Number and Percentage Distribution of Agents According to Whether or Not They Had Participated In Some Manner in One or More Live TV Programs Since Employed in New York Extension Service, By Experience in TV and by Departments

Participated in live TV	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	84	100	59	100	55	100	198	100	3	7	3	7	3	7	9	7
No	0	0	0	0	0	0	0	0	39	93	38	93	43	93	120	93
Total	84	100	59	100	55	100	198	100	42	100	41	100	46	100	129	100

of minor jobs which had been performed in connection with TV productions. Only three inexperienced agents in each department, or a total of nine, had in some way participated in one or more programs.

TV Jobs Performed

The agents who had participated in the production of one or more live TV programs since being employed in the New York Extension Service were asked to indicate on a list of live programs (with an opportunity to add others) whether or not they had participated in these programs, and if so, to check on a list of 10 jobs (with an opportunity to add others) which of the jobs they had performed.

In Table 44 an array of the jobs based on the percent of agents performing them is given for the 207 agents who had participated in some manner in one or more live TV programs. Appearing as a major personality (teacher) heads the list with 84 percent of the 207 having performed this job for at least one program. Other jobs with high percentages were provided information (subject matter) (81 percent) and prepared format entirely (78 percent). Relatively few of the participating agents had ever served as critic during a rehearsal, only 28 percent.

For the agents in all three departments the top three jobs with respect to percent of agents performing them were also the top three jobs for all agents; the rank order for these three top jobs was different for each class of agents with only the

Table 44

Percent Performing Various TV Jobs for Live Programs--All Agents Participating in Live Programs

TV jobs for live programs	Percent performing (N = 207)
Appeared as major personality (teacher)	84
Provided information (subject matter)	81
Prepared format entirely	78
Made arrangements for program with TV station	61
Proposed the program	58
Appeared as supporting personality (assistant teacher)	57
Prepared or helped prepare publicity for program	56
Helped prepare format	55
Reviewed and commented on format	42
Served as critic during rehearsal	28
Other jobs (one or more)	16

agricultural agents having a rank order similar to that for all agents (Tables 44, 45, 46, and 47). Appeared as a major personality (teacher), however, was in first position for both the agricultural and home demonstration agents as well as for all agents. Perhaps, the nature of the 4-H agent's teaching role results in his appearing as a major personality (teacher) less often than would be the case with the other two classes of agents.

Table 45

Percent Performing Various TV Jobs for Live Programs--
Agricultural Agents Participating in Live Programs

TV jobs for live programs	Percent performing (N=87)
Appeared as major personality (teacher)	89
Provided information (subject matter)	83
Prepared format entirely	75
Helped prepare format	60
Proposed the program	60
Made arrangements for program with TV station	60
Appeared as supporting personality (assistant teacher)	56
Prepared or helped prepare publicity for program	52
Reviewed and commented on format	40
Served as critic during rehearsal	22
Other jobs (one or more)	17

The experienced agents differ little from all agents in the rank order of jobs according to percent of agents performing them. In fact the first five high ranking jobs of experienced agents are identical in rank position with the first five high ranking jobs of all agents (Tables 44 and 48). This agreement is not unexpected since the experienced agents constituted a large percent (96) of the 207 agents who reported some participation in live

Table 46

Percent Performing Various TV Jobs for Live Programs--Home Demonstration Agents Participating in Live Programs

TV jobs for live programs	Percent performing (N = 62)
Appeared as a major personality (teacher)	92
Prepared format entirely	90
Provided information (subject matter)	79
Prepared or helped prepare publicity for program	66
Made arrangements for program with TV station	60
Proposed the program	60
Appeared as supporting personality (assistant teacher)	55
Helped prepare format	50
Reviewed and commented on format	42
Served as critic during rehearsal	35
Other jobs (one or more)	15

Table 47

Percent Performing Various TV Jobs for Live Programs--
4-H Agents Participating in Live Programs

TV jobs for live programs	Percent performing (N = 58)
Provided information (subject matter)	79
Prepared format entirely	71
Appeared as major personality (teacher)	69
Made arrangements for program with TV station	66
Appeared as supporting personality (assistant teacher)	62
Proposed the program	55
Helped prepare format	53
Prepared or helped prepare publicity for program	52
Reviewed and commented on format	45
Served as critic during rehearsal	29
Other jobs (one or more)	16

Table 48

Percent Performing Various TV Jobs for Live Programs--
Experienced Agents Participating in Live Programs

TV jobs for live programs	Percent performing (N = 198)
Appeared as major personality (teacher)	88
Provided information (subject matter)	83
Prepared format entirely	82
Made arrangements for program with TV station	64
Proposed the program	61
Prepared or helped prepare publicity for program	58
Helped prepare format	58
Appeared as supporting personality (assistant teacher)	58
Reviewed and commented on format	43
Served as critic during rehearsal	29
Other jobs (one or more)	15

TV programs.[1] Only nine additional agents of the 207 were inexperienced. While the percentages of these inexperienced agents performing various jobs were generally low, the third ranking job was provided information (subject matter) which was in second position for the experienced agents (Tables 48 and 49).[2]

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[1] It should be recalled that these jobs were used as the criteria for classifying agents as experienced or inexperienced in TV work.

[2] The data on experienced and inexperienced agents are not considered by departmental breakdown.

Table 49

Percent Performing Various TV Jobs for Live Programs--Inexperienced Agents Participating in Live Programs

TV jobs for live programs	Percent performing (N = 9)
Appeared as supporting personality (assistant teacher)	56
Other jobs (one or more)	33
Provided information (subject matter)	33
Prepared or helped prepare publicity for program	11
Reviewed and commented on format	11
Made arrangements for program with TV station	0
Served as critic during rehearsal	0
Helped prepare format	0
Prepared format entirely	0
Proposed the program	0
Appeared as major personality (teacher)	0

Of the 207 agents who had performed at least one job in the production of a live TV program, all but two had performed one or more of the 10 jobs listed in the questionnaire (Table 50). While these two had not done any of the 10 jobs, they indicated they had done at least one job other than the 10 on the list. Twenty-three, or 11 percent, of the agents had performed all 10 jobs. Fifty-nine percent of the 207 agents had performed from six to 10 of the jobs.

Table 50

Number and Percentage Distribution of Agents According to Number of Jobs Performed for a List of 10 Jobs Performed One or More Times in the Production Of Live TV Programs

No. of jobs	No. of agents	Percent of total
None	2[a]	1
1	6	3
2	11	5
3	17	8
4	27	13
5	23	11
6	36	18
7	17	8
8	26	13
9	19	9
10	23	11
Total	207	100

[a] These two agents had done at least one job other than the 10 listed in the questionnaire.

Assigned or Taken Responsibility for Extension Departmental Live TV Programs[1]

Of the 333 agents reporting, 51 percent at some time had been assigned or taken responsibility for the departmental live TV programs in their counties (Table 51). The percentages doing this by departments were not greatly different. For the agricultural agents the percent was 54; for the home demonstration agents, 53; and for the 4-H agents, 45.

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[1] This more comprehensive job was not included among the 10 more specific jobs listed in the questionnaire and discussed in the preceding section.

Table 51

Number and Percentage Distribution of Agents According to Whether or Not They Ever Had Been Assigned or Taken Responsibility for TV Programs for Their Department in Any County in Which Have Worked in State, by Departments

Had TV responsibility for department	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	70	54	53	53	47	45	170	51
No	59	46	47	47	57	55	163	49
Total	129	100	100	100	104	100	333	100

Of the 198 experienced agents reporting, 82 percent at some time had been assigned or taken responsibility for their departmental live TV programs, but for the 129 inexperienced agents reporting only six agents, or five percent, had done this (Table 52). The percentages of the experienced agents assigned or taking responsibility for their departmental TV programs were about the same for the agricultural (81 percent), the home demonstration (85 percent) and the 4-H agents (80 percent).

Responsibility for Live TV Programs of the Three Extension Departments

Of the 330 agents reporting, only 24, or seven percent, had ever been responsible for live TV programs for all three departments. Eight of these agents were in the agricultural department, 10 in the home demonstration department, and six in the 4-H department. All 24 of these agents were classified as experienced in TV work.

Table 52

Number and Percentage Distribution of Agents According to Whether or Not They Ever Had Been Assigned Or Taken Responsibility for TV Programs for Their Departments in Any County in Which Have Worked In State, by Experience and by Departments

Had TV responsibility for department	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	68	81	50	85	44	80	162	82	1	2	3	7	2	4	6	5
No	16	19	9	15	11	20	36	18	41	98	38	93	44	96	123	95
Total	84	100	59	100	55	100	198	100	42	100	41	100	46	100	129	100

Extension Departmental Participation in TV Activities

Of the 165 Extension departments in the State, 147, or 89 percent reported on whether or not the department had at some time participated in TV work. Of the 147 departments, 83, or 56 percent, reported having participated in TV work at some time. Seventy-one percent of the 51 Agricultural Departments reporting, 56 percent of the 48 Home Demonstration Departments reporting, and 42 percent of the 48 4-H Departments reporting had at some time participated in TV work.

Of the 63 departments which indicated no participation in TV activities and which reported on why they did not participate, 54 percent indicated it was because there was no station in the county. Another 18 percent indicated there was no local opportunity[1] with some mentioning the TV stations were not interested.

Ways in Which TV Activities of the Extension Departments Are Carried Out

Information on seven possible ways (plus an opportunity to add others) of conducting TV activities was sought from the head agents of the three departments in each county.[2]

Cooperation in TV activities among counties. Two of the possible ways of carrying on TV activities related to inter-county cooperation. The following tabulation gives for each class of department and for all departments the percent which at some time in the memory of the head agent had carried on TV work in these ways:

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[1] It was not always clear for those who stated no local opportunity just what was meant.

[2] Information was also sought on an eighth way, i.e., cooperation in TV activities among departments in the same county, but this information was too contradictory to be useful when the answers from agents in the same county were compared.

Ways of conducting TV work[1]	Agr. Dept.	H.D. Dept.	4-H Dept.	All depts.
		Percent		
Plan and conduct TV activities in cooperation with two or more counties	69 (N=30)	70 (N=27)	40 (N=20)	63 (N=83)
In cooperation with two or more counties plan and conduct TV activites which involve college specialists	50 (N=36)	48 (N=27)	20 (N=20)	42 (N=83)

About two thirds (63 percent) of the 83 departments which have engaged in TV work (and which reported) had cooperated with two or more counties in TV work.[2] The Home Demonstration Department had the highest percent (70), followed closely by the Agricultural Department with 69 percent. The 4-H Department had the lowest percent (40).

Forty-two percent of the 83 departments had cooperated with two or more counties in TV activities in which a college specialist or specialists were involved.[2] Thus, of the 52 counties which had cooperated with two or more counties on TV work, 35, or 67 percent had sometime used college specialists in their TV activities.

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[1] The two ways presented here are not alternatives. The counties which cooperated with two or more counties on TV work involving college specialists are also among those reporting cooperation with other counties.

[2] These percentages might have been higher if the questionnaire had called for "one or more counties" instead of "two or more counties."

The Agricultural Department had the highest percent (50) which had cooperated with two or more counties where a college specialist or specialists were involved followed closely by the Home Demonstration Department with 48 percent. The percent for the 4-H Department was only 20.

Although the foregoing data have been generalized to indicate whether or not there was ever any intercounty cooperation involving two or more counties, the questionnaire specifically asked the head agent of each department to indicate for each item whether the cooperation was frequently, sometimes, or never. The same choice of responses was presented for cooperation involving specialists. The results of these more detailed answers for all departments were:

	Percent	
	Plan and conduct TV activities in cooperation with two or more counties (N=83)	In cooperation with two or more counties plan and conduct TV activities which involve college specialists (N=83)
Frequently	30	2
Sometimes	33	40
Never	37	58
Total	100	100

The above tabulation indicates that the 52 departments which had cooperated were about equally divided between frequently

(30 percent of total 83) and sometimes (33 percent of total 83). When the cooperation involved college specialists only 2 percent of the counties had done so frequently with 40 percent doing it sometimes.

Methods of conducting TV activities within departments. The head agent of each department which had participated in TV was asked to indicate how the actual job of conducting TV activities was carried out by his departmental staff. Four procedures were presented in the questionnaire. The respondent might very well have selected only one of the four, but he was given an opportunity to check any that applied on the theory that within the limits of his experience the department may have used more than one method. Table 53 gives the number and percentage distribution of departments which have participated in TV activities according to the methods or combination of methods which the staffs have used in conducting TV activities.

Thirty-three departments, or 47 percent, of the 72 reporting had used one method only, No. 3, each agent plans and presents TV programs for his specific field or assigned area.[1] If the combinations of this method with one or more of the other three methods are counted, 62 percent of the departments reported using this method at some time. The Agricultural Department had the highest percent (58) of its departments using this method only, and the 4-H the smallest percent (28). When combinations

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[1] Eleven of the 83 counties which reported participation in TV activities did not give any information on the four methods for which data are presented in Table 53.

Table 53

Number and Percentage Distribution of Departments Which Had Participated in TV Activities According to Staff Methods of Working on TV Activities, by Class of Departments

Staff methods of working on TV activities	Agricultural Department		Home Demonstration Department		4-H Department		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent
1. Assign TV work to one agent who is responsible for planning the work and also for all TV appearances	0	0	3	13	0	0	3	4
2. Assign planning of TV work to one agent who plans the work and draws on various staff members including himself for presentations	1	3	2	9	5	28	8	11
3. Each agent plans and presents TV programs for his specific field or assigned area	18	58	10	44	5	28	33	47
4. Entire staff jointly plans TV work with various members being assigned topics for presentation	7	23	4	18	4	22	15	21
5. Combinations of 1 and 3 above	2	6	0	0	1	6	3	4
6. Combinations of 1 and 4 above	0	0	1	4	0	0	1	1
7. Combinations of 2 and 4 above	0	0	1	4	0	0	1	1
8. Combinations of 3 and 4 above	3	10	1	4	3	16	7	10
9. Combinations of 1, 2, and 3 above	0	0	1	4	0	0	1	1
Total	31	100	23	100	18	100	72[a]	100

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[a] Eleven of the 83 departments which reported TV activities did not give any information on the four methods for which data are presented in this table.

with other methods are added, 74 percent of the Agricultural Department, 52 percent of the Home Demonstration Department and 50 percent of the 4-H Department had used the method.

When all departments are considered, the second ranking method in terms of percent of departments using it only was, No. 4, entire staff jointly plans TV work with various members being assigned topics for presentation. The Agricultural Department had the highest percent (23) using this method only, followed closely by the other two departments, with 22 percent for the 4-H and 18 percent for the Home Demonstration Department.

When combinations of method No. 4 with the other three methods are considered, the percent of all departments which had used the method was 33; for the 4-H Department it was 38; for Agricultural, 33; and for Home Demonstration, 30.

Only a small number (11) of the departments assign the major responsibility for TV activities to one agent who plans the work and either makes all TV appearances or does so along with other staff members whom he recruits (see Table 53, methods No. 1 and No. 2 combined). Only 13, or 17 percent, of the 72 departments had used two or three combinations of the four basic methods by which the staff conducted its TV work. No department reported a combination of all four methods.

The head agents of the departments were asked to indicate whether or not, irrespective of who plans or presents programs, the general procedure is to make a plan or plans of work in terms of subject matter and then to select those areas or topics in the plan or plans which are considered best suited for TV presentation. Only 28 percent of the 83 departments followed this procedure. The Home Demonstration Department had the highest percent (52). The percent for the Agricultural Department was 19; and for the 4-H, 10.

Suggestions Relating to TV Educational Programs and Audiences

Number and Percent of Agents Suggesting Topics for TV Programs

Of the 333 agents, 129, or 39 percent suggested no topics at all (Table 54). The average (median) number of topics suggested was 1.9. However, 17 percent of the 333 agents listed 5 or more topics. The average (median) number (2.9) of suggested topics was largest for the home demonstration agents, smallest (0.9) for the 4-H agents, and in-between (1.9) for the agricultural agents. Over half of the 4-H agents listed no topic.

Table 54

Number and Percentage Distribution of Agents According to Number of Topics Suggested for TV, by Departments

No. of suggestions	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
0	45	35	29	29	55	53	129	39
1	21	16	10	10	10	9	41	12
2	12	9	12	12	15	14	39	12
3	15	12	12	12	9	9	36	11
4	10	8	12	12	9	9	31	9
5	7	5	5	5	1	1	13	4
6	7	5	7	7	0	0	14	4
7	2	2	9	9	2	2	13	4
8	2	2	1	1	2	2	5	1
9 or more	8	6	3	3	1	1	12	4
Total	129	100	100	100	104	100	333	100
Median	1.9		2.9		0.9		1.9	

Thirty-seven percent of the experienced and 40 percent of the inexperienced agents listed no topics (Table 55). The inexperienced agents listed on the average (median) 2.0 topics which was slightly higher than the 1.9 average (median) for the experienced agents.

Classes of Suggested TV Topics and Methods of Treatment

General classes of topics. A total of 714 TV topics were suggested by agents. These were classified under six major categories as follows:

	Number	Percent
1. Home economics topics of interest mainly to housewives (also to 4-H girls)	171	24
2. Agricultural topics of either general interest or nonfarm interest	156	22
3. Home economics topics of general interest	127	18
4. General interest topics	100	14
5. Agricultural topics of interest mainly to farmers	96	13
6. 4-H topics (some of general interest)	64	9
Total	714	100

The category, home economics topics of interest mainly to housewives, heads the list in terms of percent of all topics. While this category has a distinctive housewife orientation, the next three ranking topics in terms of percent of all topics, i.e., agricultural topics of either general interest or nonfarm

Table 55

Number and Percentage Distribution of Agents According to Number of Suggestions for Topics for TV, By Experience in TV and by Departments

	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
No. of suggestions	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
0	26	31	16	28	31	56	73	37	17	41	13	32	21	46	51	40
1	14	17	9	15	5	9	28	14	7	17	1	2	5	11	13	10
2	4	5	5	8	8	15	17	9	7	17	7	17	7	15	21	16
3	12	14	7	12	3	5	22	11	3	7	5	12	6	13	14	11
4	9	11	5	8	4	7	18	9	1	2	7	17	5	11	13	10
5	4	5	3	5	0	0	7	4	3	7	2	5	1	2	6	5
6	5	6	6	10	0	0	11	6	2	5	1	2	0	0	3	2
7	2	2	6	10	1	2	9	4	0	0	3	8	1	2	4	3
8	1	1	1	2	2	4	4	2	1	2	0	0	0	0	1	1
9 or more	7	8	1	2	1	2	9	4	1	2	2	5	0	0	3	2
Total	84	100	59	100	55	100	198	100	42	100	41	100	46	100	129	100
Median	2.5		2.9		.9		1.9		1.6		2.9		1.4		2.0	

interest, home economics topics of general interest, and general interest topics are partially in the case of the first category and in the case of the second and third categories of general interest entirely. Agricultural topics of interest mainly to farmers and 4-H topics (some of general interest) which are essentially special interest group topics rank next to lowest and lowest in percent of total topics.

Number of lessons suggested. Of the 714 topics for which information was given as to suggested number of lessons, 69 percent were accompanied by a suggestion for two or more lessons (Table 56). That over two thirds of the topics carried this suggestion is a remarkable emphasis on using TV to provide continuity of learning experiences. For the various classes of topics the percentages carrying a suggestion for two or more lessons ranged from 58 to 77. The class of topics, agricultural topics of interest mainly to farmers, had the highest percent (77), with 4-H topics having the lowest, 58 percent.

Recommended preregistration. Slightly less than one third (32 percent) of the 653 topics for which information was given carried a recommendation for preregistration of audience (Table 56). The category, agricultural topics of interest mainly to farmers, had the highest percent (59). The categories with next ranking percentages were, home economics topics of general interest (33 percent) and home economics topics of interest mainly to housewives (33 percent). The importance of an educational agency securing commitments to its teaching activities is certainly not emphasized by these data.

Table 56

Number and Percentage Distribution of Suggested TV Topics According to Suggested Number of Lessons And Recommended Preregistration, by Categories of Topics

Topics		Suggested number of lessons				Recommended preregistration			
		Total	One lesson	Two or more	One or series	Total	Yes	No	Optimal or maybe
Agricultural topics of either general or nonfarm interest	No.	156	36	119	1	136	26	104	6
	%	100	23	76	1	100	19	77	4
Agricultural topics of interest mainly to farmers	No.	96	17	74	5	93	55	38	0
	%	100	18	77	5	100	59	41	0
4-H topics (some of general interest)	No.	64	27	37	0	57	13	44	0
	%	100	42	58	0	100	23	77	0
General interest topics	No.	100	36	61	3	86	26	59	1
	%	100	36	61	3	100	30	69	1
Home economics topics of general interest	No.	127	38	87	2	119	39	79	1
	%	100	30	68	2	100	33	66	1
Home economics topics of interest mainly to housewives (also to 4-H girls)	No.	171	55	113	3	162	53	107	2
	%	100	30	68	2	100	33	66	1
Total	No.	714	209	491	14	653	212	431	10
	%	100	29	69	2	100	32	66	2

Suggested number of lessons for classes of topics. To approach more closely the actual topics suggested without listing each topic, the various topics under the six major categories were classified under more specific sub-categories. For each of these sub-categories the percent of topics for which two or more lessons were suggested was calculated. In many instances the number of topics in a given category was small; however, without regard for numbers, the topics were arrayed from high to low according to percentages. At this point attention is given to the categories having high percentages. (See Appendix A for further details.)

Under each of the six major classes those categories which had 80 percent or more of the topics for which the respondent suggested two or more lessons are:[1]

1. Home economics topics of interest mainly to housewives (also to 4-H girls) (N=171)

   Home management - care and cleaning
   Sewing - draperies and slipcovers
   Sewing - general
   Home management - time and money, etc.
   Home management - general
   Home management - care of clothing

2. Agricultural topics of general or nonfarm interest (N=156)

   Home gardening - general
   Home gardening - fruit
   Home gardening - vegetables
   Horticulture
   Home grounds - landscaping
   Home gardening - flowers
   Home grounds - general

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[1] The six major categories are presented according to rank order (highest to lowest) for number of topics suggested under each category.

3. Home economics topics of general interest (N=127)

   Community meals
   Refinishing furniture
   Financial management

4. Topics of general interest (N=100)

   Housing - general
   Income tax
   Research

5. Agricultural topics of interest mainly to farmers (N=96)

   Farm credit
   Forage machinery
   Laws affecting farmers
   Transfer of farm property
   Farm management
   Dairy farming
   Marketing of farm products

6. 4-H topics (N=64)

   Grooming

If the sub-category containing the largest number of topics within each major class of topics is selected and the percent of its topics for which two or more lessons were suggested is indicated, the following list results:

Sub-category of topics[1]	No. of topics	Percent of topics for which two or more lessons were suggested
Farm management (class 5)	29	90
Financial management (class 3)	36	81
Home grounds - general (class 2)	10	80
Public affairs (class 4)	16	75
Food - nutrition (class 1)	28	61
4-H promotion (class 6)	15	40

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[1] Major class from which each sub-category was taken is indicated by number in parentheses which corresponds to the major classes listed above.

The large number of topics within the categories listed above and the high percentages for which two or more lessons were suggested for all but 4-H promotion may be taken as an indication of the importance of these areas for TV programs.

Recommended preregistration for classes of topics. The sub-categories under the six major classes were also examined from the standpoint of percent of topics for which the respondents recommended preregistration. (See Appendix B for further details.) Under each of the six major classes those categories which had 80 percent or more of the topics for which the respondents recommended preregistration are:

1. Home economics topics of interest mainly to housewives (also to 4-H girls) (N=171)

   Sewing - draperies and slipcovers
   Home management - care of clothing

2. Agricultural topics of general or nonfarm interest (N=156)

   (None)

3. Home economics topics of general interest (N=127)

   Community meals
   Retirement

4. Topics of general interest (N=100)

   Income tax
   Making wills
   Home buying

5. Agricultural topics of interest mainly to farmers (N=96)

   Agricultural insurance
   Marketing farm products

6. 4-H topics (N=64)

   (None)

For each major class of topics, the sub-category which contained the largest number of topics is presented below with the percent of its topics which were recommended for preregistration.

Sub-category of topics[1]	No. of topics	Percent of topics recommended for preregistration
Farm management (class 5)	28	79
Financial management (class 3)	33	52
Public affairs (class 4)	16	38
Home grounds - landscaping (class 2)	26	31
Food - nutrition (class 1)	26	19
4-H promotion (class 6)	14	7

Relationship of suggestions for two or more lessons and recommended preregistration for TV program topics. It seems reasonable to expect that TV topics for which two or more lessons were suggested might also have been those for which the agents would recommend preregistration. To ascertain whether or not this relationship existed, rho coefficients of correlation were calculated between percentages of the sub-categories of topics in each major class of topics for which two or more lessons were suggested and percentages of identical sub-categories of topics in the same major class of topics for which preregistration was recommended. The rho coefficients are low (.36 or less) for the sub-categories in five of the six major classes of topics (Table 57).

Only for the major class of topics, home economics of interest mainly to housewives (and 4-H girls) does the coefficient indicate

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[1] Major class from which each sub-category was taken is indicated by number in parentheses which correspond to the major classes listed on pages 95 and 96.

Table 57

Rho Coefficients of Correlation Between Percentages of the Sub-categories of Topics in Each Major Class of Topics For Which Two or More Lessons Were Suggested and Percentages Of Identical Sub-categories of Topics in the Same Major Class Of Topics for Which Preregistration Was Recommended

Topics	Rho coefficient	Significance level (one-tail test)
1. Home economics sub-topics of interest mainly to housewives (also to 4-H girls) (N = 18)[a]	.48	S[b] at .05
2. Agricultural sub-topics of general or nonfarm interest (N = 17)[a]	.35	NS at .05
3. Home economics sub-topics of general interest (N = 10)[a]	.35	NS at .05
4. Sub-topics of general interest (N = 14)[a]	.02	NS at .05
5. Agricultural sub-topics of interest mainly to farmers (N = 15)[a]	.36	NS at .05
6. 4-H sub-topics (N = 11)[a]	.25	NS at .05

[a] Number of sub-topic categories in each major class of topic.

[b] Not significant at .05, using two-tail test.

a correlation of any importance, in this instance it can be described as moderate.[1]

Audiences to Which Suggested Programs Would Be Directed

For each TV topic suggested by the agents, they were asked to indicate the audience or audiences to which the program would primarily be directed. The individual topic cards on which are indicated possible audience or audiences, suggestions for one lesson or two lessons, and recommended or not recommended preregistration are in the files of the Office of Extension Studies and should be consulted by those planning TV programs. However, to give some indication of the audiences to which the agents would direct their programs, those audiences which constitute 10 percent or more of the total number of audiences in each major class of topics are listed below: (See also Appendix C.)

1. Home economics topics of interest mainly to housewives (also 4-H girls) (N=171)

	Percent
Housewives	34
Young housewives	22

2. Agricultural topics of general or nonfarm interest (N=156)

General public	42
Home owners	26

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[1] For only this rho coefficient is the probability level less than .05 by the one-tail test (not two-tail). This means that only in this instance can the coefficient be considered to be greater than 0 in most instances, 95 times out of 100.

	Percent
3. Home economics topics of general interest (N=127)	
Housewives	18
General public	16
Adult men and women	10
Young married people	10
Young or new housewives	10
4. Topics of general interest (N=100)	
General public	65
5. Agricultural topics of interest mainly to farmers (N=96)	
Farmers	38
Dairymen	26
Farm families	17
6. 4-H topics (N=64)	
General public	36
Teenagers	22
Youth	12

These lists of audiences reflect the awareness of the agents with respect to the limitations on reaching highly specialized audiences through TV programs which depend on commercial stations.

Rating of Importance of Selected Audiences for TV Educational Programs

Each respondent was asked to indicate for a list of 19 audiences (plus other to be written in) how important each audience was thought to be for both live and filmed educational TV. Four rating levels were allowed, very important, some importance, little importance, and no importance.

The audiences (plus other) were arrayed according to the percent of all agents[1] who considered the audience very important.

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[1] For various audiences the N's vary because of no information.

Suburban housewives lead the list with 66 percent of the agents who considered this group *very important* (Table 58). Four other audiences were rated *very important* by over 50 percent of the agents. These were *people interested in home grounds*, *city housewives*, *general public*, and *farm housewives*. Audiences which small percentages (16 or less) of the agents considered *very important* were *managers and employees of marketing services both retail and wholesale*; *nursery operators*; *special agency staffs, as public health nurses, social workers*; *regularly hired men on farms*; and *migrant laborers*.

Table 59 presents the 19 audiences (plus *other*) arrayed according to rank order for percent of all agents who considered them *very important*. Also included in the table is the rank of each audience according to the percent of agents in each of the three departments who considered them *very important*. *Suburban housewives* is in second rank position for the agricultural agents, first rank for the home demonstration agents, and fourth rank for the 4-H club agents; and *people interested in home grounds* hold first rank among the agricultural agents, fourth among the home demonstration agents, and third among the 4-H agents. Table 60 gives the intercorrelations according to the rank difference method between the departments and between all agents and each department.

The percent of agents in each department rating the audiences *very important* correlated highly with the percentages in the other two departments and also with the total. The percentages of the

Table 58

Percent of All Agents Who Consider 19 Selected Audiences Plus Other Very Important for Both Live and Filmed TV Educational Programs

Audiences		Percent of agents who consider very important
Suburban housewives	(N = 313)	66
People interested in home grounds	(N = 309)	65
City housewives	(N = 313)	62
General public	(N = 299)	59
Farm housewives	(N = 311)	54
Low-income, underprivileged groups	(N = 303)	44
4-H leaders or potential leaders	(N = 303)	42
People interested in conservation, wildlife, hunting, and fishing	(N = 299)	41
4-H members	(N = 297)	41
Community and organizational leaders	(N = 304)	38
Commercial farmers	(N = 297)	37
Government officials, county supervisors, town and city managers	(N = 302)	25
Minority groups (national, racial, etc.)	(N = 297)	22
Managers and employees of agriculturally related businesses	(N = 291)	21
Managers and employees of marketing services both retail and wholesale	(N = 298)	16
Nursery operators	(N = 291)	15
Specialized agency staffs, as public health nurses, social workers	(N = 302)	13
Regularly hired men on farms	(N = 287)	10
Migrant farm laborers	(N = 284)	9
Audiences other than those listed above	(N = 318)	7

Table 59

Audiences Arrayed According to Rank Order of Percent of All Agents Rating the Audiences Very Important for Both Live and Filmed TV Educational Programs, Accompanied by Rankings Of the Same Percent for Agents in the Three Departments

Audiences	Rank according to percent considered very important			
	All agents	Agricultural agents	Home Demonstration agents	4-H agents
Suburban housewives	1	2	1	4
People interested in home grounds	2	1	4	3
City housewives	3	4	2	6
General public	4	3	5	1
Farm housewives	5	8	3	7
Low-income, underprivileged groups	6	5	13	2
4-H leaders or potential leaders	7	14	6	5
People interested in conservation, wildlife, hunting, and fishing	8	7	10	9
4-H members	9	10	7	8
Community and organizational leaders	10	9	8	10
Commercial farmers	11	6	9	12
Government officials, county supervisors, town and city managers	12	13	11	13
Minority groups (national, racial, etc.)	13	11	17	11
Managers and employees of agriculturally related businesses	14	12	14	14
Managers and employees of marketing services both retail and wholesale	15	15	15	15
Nursery operators	16	16	19	16
Specialized agency staffs, as public health nurses, social workers	17	19	12	18
Regularly hired men on farms	18	18	18	19
Migrant farm laborers	19	17	20	17
Audiences other than those listed above	20	20	16	20

4-H agents correlated more highly with all agents than the percentages of the agricultural and home demonstration agents.

Table 60

Rho Coefficients of Correlation for Percent of All Agents And Agents in Each Department Who Considered 19 Selected Audiences Plus Other Very Important for Both Live and Filmed TV Educational Programs[a]

Department	Agr. Dept.	H.D. Dept.	4-H Dept.	Total
Agricultural Dept.	x	-	-	.92
Home Demonstration Dept.	.75	x	-	.89
4-H Dept.	.88	.77	x	.95
Total	-	-	-	x

[a] All correlations had a $P<.01$, one-tail test or $P<.02$, two-tail test.

All experienced agents differed little from all agents with respect to percentages who rated the various audiences very important for TV educational programs. The first five audiences ranked very important by the experienced agents were among the first five similarly rated by all agents but not in exactly the same order. Thus, the experienced agents had people interested in home grounds in first place whereas all agents had suburban housewives in this position (Table 61). But for city housewives, general public, and farm housewives the ranks were identical. The rho coefficient of correlation between percent of all and of experienced agents rating the 19

Table 61

Percent of All Experienced Agents Who Consider 19 Selected Audiences Plus Other Very Important for Both Live and Filmed TV Educational Programs

Audiences		Percent who consider very important
People interested in home grounds	(N=189)	70
Suburban housewives	(N=191)	68
City housewives	(N=190)	63
General public	(N=186)	61
Farm housewives	(N=189)	54
People interested in conservation, wildlife, hunting and fishing	(N=185)	44
4-H members	(N=182)	40
4-H leaders or potential leaders	(N=185)	39
Commercial farmers	(N=181)	38
Low-income, underprivileged groups	(N=188)	38
Community and organizational leaders	(N=185)	33
Government officials, county supervisors, town and city managers	(N=185)	23
Minority groups (national, racial, etc.)	(N=181)	20
Managers and employees of agriculturally related businesses	(N=181)	20
Nursery operators	(N=180)	15
Managers and employees of marketing services both retail and wholesale	(N=183)	15
Regularly hired men on farms	(N=175)	10
Specialized agency staffs, as public health nurses, social workers	(N=185)	10
Migrant farm laborers	(N=172)	7
Audiences other than those listed above	(N=194)	7

audiences plus other very important is .97 ($P < .01$, one-tail test or $P < .02$, two-tail test).

Suggestions Relating to Methods of TV Operations

Relating to TV Film Center

How to get program ideas for TV films considered. Of the 324 agents who responded to the question as to which of a list of staff persons (plus other to be written in) they would first approach to get an idea considered for a TV film to be produced by the TV Film Center, by far the largest percent (38) indicated subject-matter specialists in whose field the topic belonged (Table 62). In all three departments the highest percent of agents favored this same choice with the agricultural agents having the highest percent (47) and the 4-H agents the smallest (31). If the percent indicating a combination of subject-matter specialist and state leader is added to subject-matter specialist, then the percent of all agents choosing this category rises to 46, the percent of agricultural agents to 55, of home demonstration agents to 40, and of 4-H agents to 39. Compared to the other two departments a much higher percent (31 compared to 11 and 8) of the home demonstration agents would go to the TV Extension specialists.

Subject-matter specialist in whose field the topic belonged had the highest percent of both experienced and inexperienced agents who chose that staff person as the first one to approach for consideration of an idea about a TV film, with 36 percent of the former and 40 percent of the latter choosing this staff

Table 62

Number and Percentage Distribution of Agents According to Person Would First Approach to Get Idea for TV Program or Series Of Programs Considered for TV Film Production, by Departments

Person would approach first	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Director of TV Film Center	12	10	3	3	13	12	28	9
Subject-matter specialist in whose field topic belonged	58	47	33	34	32	31	123	38
State leader who supervises county	12	10	18	18	12	12	42	13
TV Extension specialists	14	11	30	31	8	8	52	16
Head of Dept. of Extension Teaching and Information	2	2	1	1	1	1	4	1
Advisory committee for TV Film Center	1	1	0	0	3	3	4	1
Subject-matter specialist and state leader[a]	4	3	0	0	0	0	4	1
Other	10	8	6	6	8	8	24	8
Don't know	10	8	7	7	26	25	43	13
Total	123	100	98	100	103	100	324	100

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[a] Because of the large number of agents who checked both state leader and subject-matter specialist this category has been used, even though the respondents were asked to check only one on the list presented in the questionnaire.

person (Table 63). For both experienced and inexperienced agents in all three departments, this same staff person received the highest percent of choices. The inexperienced agricultural agents had the highest percent (51). If the percent indicating a combination of subject-matter specialist and state leader is added to

Table 63

Number and Percentage Distribution of Agents According to Person Would First Approach to Get Idea For TV Program or Series of Programs Considered for TV Film Production, By Experience in TV and by Departments

Person would approach first	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Director of TV Film Center	9	11	3	5	9	16	21	10	3	8	0	0	4	9	7	6
Subject-matter specialist in whose field topic belonged	36	45	19	33	15	27	70	36	20	51	14	35	16	36	50	40
State leader who supervises county	9	11	10	17	5	9	24	12	3	8	8	20	7	15	18	15
TV Extension specialists	12	15	17	30	7	13	36	19	2	5	13	33	1	2	16	13
Head of Dept. of Extension Teaching and Information	2	2	1	2	0	0	3	2	0	0	0	0	1	2	1	1
Advisory Committee for TV Film Center	1	1	0	0	0	0	1	1	0	0	0	0	3	7	3	2
Subject-matter specialist and state leader[a]	1	1	0	0	0	0	1	1	3	8	0	0	0	0	3	2
Other	6	8	6	10	5	9	17	9	4	10	0	0	3	7	7	6
Don't know	5	6	2	3	14	26	21	10	4	10	5	12	10	22	19	15
Total	81	100	58	100	55	100	194	100	39	100	40	100	45	100	124	100

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[a] Because of the large number of agents who checked both state leader and subject-matter specialist this category has been used, even though the respondents were asked to check only one on the list presented in the questionnaire.

subject-matter specialist, then the percent of experienced agents choosing this category rises slightly, to 36, and of inexperienced agents equally slightly, to 42. The inexperienced agricultural agents have the largest rise in percent choosing the subject-matter specialist if the combination is added, from 51 to 59 percent. Again somewhat different from the other two departments, 33 percent of the inexperienced home demonstration agents and 30 percent of the experienced ones would go to the TV Extension specialists.

Perception of conflict between live TV programs and TV films. Only 17 percent of the 327 agents who gave their views about this possible conflict, thought there was such a conflict (Table 64).

Table 64

Number and Percentage Distribution of Agents According to Whether See Any Conflict Between Live TV Productions by Agents And Subject-matter Specialists and the Distribution to the Various TV Stations Around the State of Films Produced By the TV Film Center, by Departments

	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
See conflict	No.	%	No.	%	No.	%	No.	%
Yes	15	12	23	23	18	18	56	17
No	68	54	46	47	49	48	163	50
Don't know	43	34	30	30	35	34	108	33
Total	126	100	99	100	102	100	327	100

A fairly high percent (33) said they did not know. The home demonstration agents more frequently than the agents from the other two departments thought there was a conflict.

Twenty percent of the 197 experienced agents who reported thought there was conflict, but only 13 percent of the inexperienced agents felt this way (Table 65). The experienced home demonstration and 4-H agents had the largest percentages (27 and 22 respectively) who thought there was conflict. As high as 29 percent of the experienced agents and 39 percent of the inexperienced agents did not know.

Of the 55 agents who thought there was some conflict and who commented as to the nature of the conflict, over half (58 percent) thought the conflict was a matter of duplication of effort or lack of coordination and communication. Fourteen percent saw in the distribution of films by the TV Film Center a loss of local identification with this kind of Extension activity by the colleges.

Commercial station outlets for educational TV films of the colleges. The following situation was presented to the agents: Seventeen New York television stations, two of which are educational stations, provide outlets for TV educational films produced by the colleges. For the immediate future these are the major available outlets. According to Video News (Extension publication) the situation with respect to available time for Extension programs is stated as follows: "...with the exception of one or two cases, you see a good example of regression in the quality of time that commercial stations now provide for educational telecasts when you study Extension participation in television over the years...The total effect is a smaller and smaller television audience."

Table 65

Number and Percentage Distribution of Agents According to Whether See Any Conflict Between Live TV Productions by Agents and Subject-matter Specialists and the Distribution to The Various TV Stations Around the State of Films Produced by the TV Film Center, By Experience in TV and by Departments

	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
See conflict	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	12	15	16	27	12	22	40	20	3	7	7	17	6	14	16	13
No	45	54	30	51	25	45	100	51	22	55	16	40	22	50	60	48
Don't know	26	31	13	22	18	33	57	29	15	38	17	43	16	36	48	39
Total	83	100	59	100	55	100	197	100	40	100	40	100	44	100	124	100

The respondents were then asked the question: If this is an accurate picture of the outlet situation, what would you conclude the colleges should do regarding a TV educational program?[1]

Of the answers given 242 were stated so that they could be classified under 24 headings (Table 66).[2] The most frequent response was improve quality of programs with 28 percent giving this answer. This answer was also in first position for all three departments. The next answer in terms of frequency was use trained or professional personnel (some of these also mentioned the use of visual aids) with 10 percent of the agents giving this answer. This answer was in second position for the home demonstration agents and the 4-H agents but not the agricultural agents. The full list of answers, irrespective of frequencies, provides an interesting and useful array of suggestions which may be helpful to those concerned with TV policy.

Both experienced and inexperienced agents most frequently gave for their answer as to what should be done about the situation, improve the quality of programs; the percentages of the total of each class were 30 and 24 respectively (Table 67). The second ranking answer for both groups was use trained or professional personnel, with nine percent of the experienced and 13 percent of the inexperienced agents giving this answer.

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[1] It is possible that the respondents may have had a slight misunderstanding of this question since the heading of the section of the questionnaire in which it occurred was Outlets for TV Educational Films and Live Programs; yet the question actually deals with TV educational films and not live programs. It is doubtful, however, that the answers given would be seriously affected by this inconsistency.

[2] Each agent's answer was considered as a whole and classified under only one heading according to what seemed to be his major emphasis.

Table 66

Number and Percent of Answers According to Classes of Answers Given in Response to the Situation in Which the Colleges Currently Depend on Commercial Outlets for TV Educational Programs But Find a Regression in Quality of Time Available, By Departments

Class of answers	Agr. Dept. No.	Agr. Dept. %	H.D. Dept. No.	H.D. Dept. %	4-H Dept. No.	4-H Dept. %	Total No.	Total %
1. Improve quality of programs	31	32.0	20	26.0	17	25.0	68	28.0
2. Use trained or professional personnel (visual aids also mentioned)	5	5.0	12	15.0	8	12.0	25	10.0
3. Meet needs of audience	8	9.0	5	6.0	3	4.0	16	7.0
4. Consider paying for time or sponsored programs	8	9.0	4	5.0	3	4.0	15	6.0
5. Work more closely with TV stations	1	1.0	9	12.0	4	6.0	14	6.0
6. Try to get better time & reverse trend	3	3.0	6	8.0	2	3.0	11	4.5
7. Make use of educational TV stations	0	0	3	4.0	6	9.0	9	4.0
8. Promotion, advertising of TV efforts	2	2.0	3	4.0	4	6.0	9	4.0
9. Colleges should take lead in meeting situation	3	3.0	1	1.0	3	4.0	7	3.0
10. Don't know (one said needs more study)	3	3.0	2	3.0	2	3.0	7	3.0
11. Establish statewide Extension policy and develop a plan	4	4.0	2	3.0	1	1.5	7	3.0
12. Try to get better time, or drop or limit	3	3.0	1	1.0	3	4.0	7	3.0
13. Continue in spite of situation	3	3.0	2	3.0	1	1.5	6	2.5
14. Drop it	2	2.0	1	1.0	3	4.0	6	2.5

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Table 56 (cont'd)

Number and Percent of Answers According to Classes of Answers Given in Response to the Situation in Which the Colleges Currently Depend on Commercial Outlets for TV Educational Programs But Find a Regression in Quality of Time Available, By Departments

Class of answers	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
15. Improve or drop or limit	5	5.0	0	0	1	1.5	6	2.5
16. Draw conclusions and build on what has been effective	2	2.0	0	0	2	3.0	4	2.0
17. Have own TV station	1	1.0	2	3.0	2	3.0	5	2.0
18. Propose short course programs or short spots	3	3.0	2	3.0	0	0	5	2.0
19. Restrict efforts	1	1.0	1	1.0	2	3.0	4	2.0
20. Find reasons for regression	3	3.0	0	0	0	0	3	1.0
21. Limit size of program	2	2.0	0	0	1	1.5	3	1.0
22. Not true in some areas	3	3.0	0	0	0	0	3	1.0
23. Proposed closed circuit from Ithaca to counties	0	0	1	1.0	0	0	1	(.4)
24. Quality but time not important	1	1.0	0	0	0	0	1	(.4)
Total	97	100.0	77	100.0	68	99.0	242	100.8

Table 67

Number and Percent of Answers According to Classes of Answers Given in Response to the Situation in Which the Colleges Currently Depend on Commercial Outlets for TV Educational Programs But Find a Regression in Quality of Time Available, By Experience and Inexperience in TV Work

Class of answers	Total experienced No.	Total experienced %	Total inexperienced No.	Total inexperienced %
1. Improve quality of programs	46	30	21	24
2. Use trained or professional personnel (visual aids also mentioned)	14	9	11	13
3. Consider paying for time or sponsored programs	10	7	5	6
4. Meets needs of audience	9	6	7	8
5. Work more closely with TV stations	9	6	4	5
6. Colleges should take lead in meeting situation	6	4	1	1
7. Establish statewide Extension policy and develop a plan	6	4	1	1
8. Try to get better time and reverse trend	6	4	5	6
9. Continue in spite of situation	4	3	2	2
10. Drop it	5	3	1	1
11. Improve or drop or limit	5	3	1	1
12. Try to get better time or drop or limit	4	3	3	3.5
13. Don't know (one said needs study)	3	2	3	3.5
14. Draw conclusions and build on what has been effective	3	2	1	1
15. Find reasons for regression	3	2	0	0
16. Make use of educational TV stations	3	2	6	7
17. Promotion, advertising of TV efforts	3	2	6	7
18. Propose short course programs or short spots	3	2	2	2

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Table 67 (cont'd)

Number and Percent of Answers According to Classes of Answers Given in Response to the Situation in Which the Colleges Currently Depend on Commercial Outlets for TV Educational Programs But Find a Regression in Quality of Time Available, By Experience and Inexperience in TV Work

Class of answers	Total experienced No.	Total experienced %	Total inexperienced No.	Total inexperienced %
19. Have own TV station	2	1	3	3.5
20. Limit size of program	2	1	1	1
21. Not true in some areas	2	1	1	1
22. Restrict efforts	2	1	2	2
23. Proposed closed circuit from Ithaca to counties	1	1	0	0
24. Quality time not important	1	1	0	0

Approaches for Specialists and Agents in Planning Live TV Programs

The agents were presented with three statements of possible approaches with an opportunity to add their own suggestions. Of the 320 agents who responded to this question, 66 percent favored approach (3), specialists in given subject-matter fields and agents assigned to those fields meeting annually and planning jointly TV programs for various viewing areas at which meetings the agents and specialists would divide among themselves the jobs to be done (Table 68). Seventy-one percent of the home demonstration agents favored this procedure, 66 percent of agricultural agents, and 61 percent of the 4-H agents.

Table 68

Number and Percentage Distribution of Agents According to Preference for Approach to Live TV Educational Programs, by Departments

Approach preferred	Agr. Dept. No.	Agr. Dept. %	H.D. Dept. No.	H.D. Dept. %	4-H Dept. No.	4-H Dept. %	Total No.	Total %
1. Specialists select and teach; agents arrange and promote	8	7	7	7	9	9	24	7
2. Agents select, plan, arrange, promote; specialists teach	18	15	7	7	20	20	45	14
3. Specialists and agents plan and divide work jointly	81	66	70	71	60	61	211	66
4. Other	15	12	15	15	10	10	40	13
Total	122	100	99	100	99	100	320	100

A higher percent (70) of the inexperienced agents than of the experienced agents (65 percent) favored approach (3), specialists in given subject-matter fields and agents assigned to those fields meeting annually and planning jointly TV programs for various viewing areas at which meetings the agents and specialists would divide among themselves the jobs to be done (Table 69). Compared to experienced agents in those departments, the inexperienced ones in the agricultural and home demonstration departments had higher percentages of agents who favored this procedure, but the opposite was true for the 4-H agents.

Table 69

Number and Percentage Distribution of Agents According to Preference for Approach to Live TV Educational Programs, by Experience in TV and by Departments

	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
Approach preferred	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. Specialists select and teach; agents arrange and promote	4	5	3	5	3	6	10	5	4	10	4	10	6	14	14	11
2. Agents select, plan, arrange, promote; specialists teach	15	19	4	7	10	19	29	15	2	5	3	7	10	23	15	12
3. Specialists and agents plan and divide work jointly	48	60	40	69	34	65	122	65	32	80	30	73	25	56	87	70
4. Other	13	16	11	19	5	10	29	15	2	5	4	10	3	7	9	7
Total	80	100	58	100	52	100	190	100	40	100	41	100	44	100	125	100

Two hundred nine of the 211 agents who favored procedure 3 (see Table 68) answered the question, would you want both the agents and specialists to bring their plans of work to the meeting and use these as the basis for deciding what subject matter and audiences would be included in the TV programs? Of these 209 agents, 74 percent gave a yes answer to the question (Table 70). Ninety percent of home demonstration agents, 72 percent of the 4-H agents, and 61 percent of the agricultural agents gave a yes answer.

Table 70

Number and Percentage Distribution of Agents Who Thought Agents and Specialists Should Plan TV Programs Together According to Whether They Thought Both Agents and Specialists Should Bring Their Plans of Work to the Planning Meeting And Use These as a Basis for Planning, by Departments

Should use plans of work	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	47	61	63	90	44	72	154	74
No	5	6	1	1	2	3	8	4
Would make no difference	26	33	6	9	15	25	47	22
Total	78	100	70	100	61	100	209	100

The inexperienced agents slightly more often than the experienced agents (78 percent compared to 72 percent) favored bringing plans of work to TV planning meetings with specialists (Table 71). Compared to other classes of agents, the inexperienced agricultural agents differed more markedly from their

Table 71

Number and Percentage Distribution of Agents Who Thought Agents and Specialists Should Plan TV Programs Together According to Whether They Thought Both Agents and Specialists Should Bring Their Plans Of Work to the Planning Meeting and Use These as a Basis for Planning, By Experience in TV and by Departments

Should use plans of work	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	25	53	37	93	26	74	88	72	22	73	26	87	18	72	66	78
No	4	9	1	2	0	0	5	4	0	0	0	0	2	8	2	2
Would make no difference	18	38	2	5	9	26	29	24	8	27	4	13	5	20	17	20
Total	47	100	40	100	35	100	122	100	30	100	30	100	25	100	85	100

opposites, the experienced agricultural agents, in percent of yes answers with 73 percent for the experienced and 53 for the inexperienced agents. The percentages for the experienced home demonstration and 4-H agents who answered yes were higher than the percentages for the inexperienced agents in these departments.

Extension Service Cooperation in TV Work Among Counties in Same Viewing Area

The agents were provided a list of seven different procedures (plus an other - write in) in which departments and counties in the same TV viewing area could cooperate on live TV programs. Each respondent was asked to check the one (or write in) procedure which he favored. By far the largest percent (31) of the 295 agents responding to the question favored procedure number (4), the state leaders' offices of all three departments providing part or all of the salary of a TV (and radio) person who would be located in the county where the station was but who would plan with the counties in the viewing area the TV programs of the counties and administer the same (Table 72). This same procedure had the highest percent in all three departments, with the home demonstration agents having the highest (38 percent) and the agricultural agents the lowest (26 percent). The agricultural agents much more frequently than the agents in the other two departments favored procedure number (1), each department in each county planning and presenting its own program, assuming the department can have access to the station. Twenty-six percent of home demonstration, 16 percent of the 4-H agents, but only 12 percent of the agricultural agents preferred procedure

Table 72

Number and Percentage Distribution of Agents According to Suggestions of How Counties Entirely or Partially Within the Same Viewing Area of a TV Station Should Conduct Their TV Activities, By Departments

Method of conducting TV activities	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%
1. By each dept. in each county planning and presenting its own programs, assuming the department can have access to the station.	26	23	12	13	12	13	50	17
2. By the agents in all three depts. in each county joining together to plan and present programs, assuming the county can have access to the station.	17	15	6	7	14	15	37	13
3. By the state leader's office of your dept. providing part or all of the salary of a TV (and radio) person who would be located in the county where the TV station was but who would plan with the counties in the viewing area the TV program of the counties and administer the same.	13	12	23	26	15	16	51	17
4. By the state leaders' offices of all three depts. providing part or all of the salary of a TV (and radio) person who would be located in the county where the station was but who would plan with the counties in the viewing area the TV program of the counties & administer the same.	29	26	35	38	25	27	89	31

Table 72 (cont'd)

Number and Percentage Distribution of Agents According to Suggestions of How Counties Entirely or Partially Within the Same Viewing Area of a TV Station Should Conduct Their TV Activities, By Departments

Method of conducting TV activities	Agr. Dept. No.	Agr. Dept. %	H.D. Dept. No.	H.D. Dept. %	4-H Dept. No.	4-H Dept. %	Total No.	Total %
5. By each dept. in the county in which the TV station is located being responsible for planning and administering the program and inviting corresponding depts. from counties in the viewing area to participate as needed.	5	4	1	1	5	5	11	4
6. By the three depts. in the county in which the TV station is located being jointly responsible for planning and administering the program and inviting joint participation as needed from the three depts. in counties in the viewing area.	8	7	5	6	12	13	25	8
7. Combination of No. 1 and No. 2[a]	1	1	3	3	0	0	4	1
8. Other	13	12	5	6	10	11	28	9
Total	112	100	90	100	93	100	295	100

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[a] A few of the agents checked two procedures.

number (3), keeping the programs in the departments under a person whose salary would be partially or wholly paid by the state leader's office of the respective departments.

By far the largest percent (30) of the experienced agents preferred the number 4 procedure, by the state leaders of all three departments providing part or all of the salary of a TV (and radio) person who would be located in the county where the station was but who would plan with the counties in the viewing area the TV program of the counties and administer the same (Table 73). This percentage, however, was little different from that (29) of the inexperienced agents who preferred this procedure. Generally, the highest percent of agents whether experienced or inexperienced in all of the departments favored this number 4 procedure.[1]

Participation in State-wide TV Educational Network

The agents were asked if they would like to see the Colleges of Agriculture and Home Economics (including Extension Service) participate in an educational TV station at Ithaca which would be part of a state-wide TV educational network. Eighty-two percent of the agents were in favor of this participation (Table 74). The home demonstration agents favored it most frequently (93 percent), followed in order by the 4-H agents (81 percent) and the agricultural agents (74 percent).

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[1] The experienced agricultural agents had the same percent (26) who favored this procedure and procedure number 1, and the inexperienced agricultural agents had the same percent (24) for procedures 2 and 4.

Table 73

Number and Percentage Distribution of Agents According to Suggestions of How Counties Entirely or Partially Within the Same Viewing Area of a TV Station Should Conduct Their TV Activities by Experience in TV and by Departments

Method of conducting TV activities	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
1. By each dept. in each county planning and presenting its own programs, assuming the dept. can have access to the station.	20	26	11	20	5	9	36	19	6	19	1	3	6	16	13	12
2. By the agents in all three depts. in each county joining together to plan and present programs, assuming the county can have access to the station.	9	12	2	4	11	20	22	12	8	24	4	11	3	8	15	14
3. By the state leader's office of your dept. providing part or all of the salary of a TV (and radio) person who would be located in the county where the TV station was but who would plan with																

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Table 73 (cont'd)

Number and Percentage Distribution of Agents According to Suggestions of How Counties Entirely or Partially Within the Same Viewing Area of a TV Station Should Conduct Their TV Activities by Experience in TV and by Departments

Method of conducting TV activities	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
the counties in the viewing area the TV program of the counties and administer the same.	9	12	12	22	8	15	29	16	4	12	11	31	7	13	22	21
4. By the state leaders' offices of all three depts. providing part or all of the salary of a TV (and radio) person who would be located in the county where the station was but who would plan with the counties in the viewing area the TV program of the counties and administer the same.	20	26	20	36	17	32	57	30	8	24	15	43	8	21	31	29
5. By each dept. in the county in which the TV station is located being responsible for planning and administering the																

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Table 73 (cont'd)

Number and Percentage Distribution of Agents According to Suggestions of How Counties Entirely or Partially Within the Same Viewing Area of a TV Station Should Conduct Their TV Activities by Experience in TV and by Departments

Method of conducting TV activities	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
program and inviting corresponding depts. from counties in the viewing area to participate as needed.	3	4	1	2	0	0	4	2	2	6	0	0	5	13	7	7
6. By the three depts. in the county in which the TV station is located being jointly responsible for planning and administering the program and inviting joint participation as needed from the three depts. in counties in the viewing area.	4	5	3	5	7	13	14	8	4	12	2	6	5	13	11	10
7. Combination of No. 1 and No. 2[a]	1	1	2	4	0	0	3	2	0	0	1	3	0	0	1	1
8. Other	11	14	4	7	6	11	21	11	1	3	1	3	4	11	6	6
Total	77	100	55	100	54	100	186	100	33	100	35	100	38	100	106	100

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[a] A few of the agents checked two procedures.

Table 74

Number and Percentage Distribution of Agents According to Opinion on Whether Colleges of Agriculture and Home Economics (Including Extension Service) Should Participate in an Educational TV Station in Ithaca, by Departments

	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
Should participate	No.	%	No.	%	No.	%	No.	%
Yes	79	74	87	93	78	81	244	82
No	5	5	0	0	5	5	10	3
Don't know	23	21	7	7	13	14	43	15
Total	107	100	94	100	96	100	297	100

The experienced agents were slightly more favorable (84 percent) to participation in a TV network than were the inexperienced agents (81 percent) (Table 75). The experienced home demonstration agents had the highest percent (95 percent) who favored participation; this was also true of the inexperienced home demonstration agents with 90 percent favoring participation.

Opinion of Study

The agents were asked, "What do you think of a study such as this which attempts to obtain the viewpoints of all faculty members (including state leaders of Extension) in both the Colleges of Agriculture and Home Economics and all Extension agents as a basis for developing TV educational policy for reaching the general public (off-campus people)?" The respondents were asked to check one of the following answers:

Table 75

Number and Percentage Distribution of Agents According to Opinion on Whether Colleges of Agriculture and Home Economics (Including Extension Service) Should Participate In an Educational TV Station in Ithaca, by Experience in TV and Departments

	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
Should participate	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	54	73	52	95	44	88	150	84	24	77	35	90	33	77	92	81
No	2	3	0	0	3	6	5	3	3	10	0	0	2	5	5	5
Don't know	18	24	3	5	3	6	24	13	4	13	4	10	8	18	16	14
Total	74	100	55	100	50	100	179	100	31	100	39	100	43	100	113	100

(1) A good idea, (2) Doubt the wisdom of it, and (3) Should not be done.

Eighty-two percent of the agents thought the study a good idea (Table 76). There was little difference among the three departments; 84 percent of the home demonstration agents, 81 percent of the 4-H agents, and 80 percent of the agricultural agents thought it a good idea. Only one percent of the agents thought the study should not be done.

Table 76

Number and Percentage Distribution of Agents According to Opinion of This Study, by Departments

	Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
Opinion of study	No.	%	No.	%	No.	%	No.	%
Good idea	87	80	75	84	74	81	236	82
Doubt wisdom of it	19	18	13	15	17	18	49	17
Should not be done	2	2	1	1	1	1	4	1
Total	108	100	89	100	92	100	289	100

There was little difference between the experienced and inexperienced agents with respect to the number who thought the study a good idea; 81 percent of the former and 82 percent of the latter considered the study a good idea (Table 77). Compared to the other two departments, both the experienced and inexperienced home demonstration agents had the highest percent who considered the study a good idea.

Table 77

Number and Percentage Distribution of Agents According to Opinion of This Study, By Experience in TV and by Departments

	Experienced in TV Work								Inexperienced in TV Work							
	Agr. Dept.		H.D. Dept.		4-H Dept.		Total		Agr. Dept.		H.D. Dept.		4-H Dept.		Total	
Opinion of study	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Good idea	61	81	44	85	38	79	143	81	24	78	31	84	35	83	90	82
Doubt wisdom of it	14	19	8	15	9	19	31	18	5	16	5	14	7	17	17	15
Should not be done	0	0	0	0	1	2	1	1	2	6	1	2	0	0	3	3
Total	75	100	52	100	48	100	175	100	31	100	37	100	42	100	110	100

APPENDIX A

Appendix A-1

TOPICS SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE WHO SAID THERE SHOULD BE TWO OR MORE LESSONS[a]

Home Economics Topics of Interest Mainly to Housewives (and 4-H Girls)

Topic		Percent
Home management - care and cleaning	N = 4	100
Sewing - draperies and slipcovers	N = 4	100
Sewing - general	N = 22	91
Home management - time and money, etc.	N = 8	88
Home management - general	N = 11	82
Home management - care of clothing	N = 5	80
Food preparation	N = 11	73
Food - low-cost and meal planning	N = 11	64
Food - nutrition	N = 28	61
Home management - storage	N = 5	60
Fabrics and finishes	N = 9	56
Food marketing	N = 11	54
Clothing - selecting and buying	N = 12	50
Food preservation	N = 4	50
Home decorating	N = 12	50
House plants and arranging flowers	N = 8	50
Home management - laundry	N = 3	33
Home management - kitchen planning	N = 3	0

Agricultural Topics of General or Nonfarm Interest

Home gardening - general	N = 4	100
Home gardening - fruit	N = 6	100
Home gardening - vegetables	N = 3	100
Horticulture and floriculture	N = 5	100
Home grounds - landscaping	N = 28	93
Home gardening - flowers	N = 5	80
Home grounds - general	N = 10	80
Home grounds - lawn care	N = 23	78
Agricultural public relations	N = 15	73
Agricultural situation	N = 7	71
Insects and disease identification	N = 10	70
Conservation	N = 13	69
Consumer information - eggs and milk	N = 5	60
Home grounds - care of trees and shrubs	N = 12	58
Pesticides - use of	N = 6	33
Rural living	N = 3	33
Agricultural research	N = 1	0

[a] N's refer to number of topics.

Appendix A-2

TOPICS SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE WHO SAID THERE SHOULD BE TWO OR MORE LESSONS[a]

Agricultural Topics of Interest Mainly to Farmers

Topic		Percent
Agricultural insurance	N = 1	100
Farm credit	N = 6	100
Forage machinery	N = 2	100
Laws affecting farmers	N = 1	100
Transfer of farm property	N = 1	100
Farm management	N = 29	90
Dairy farming	N = 16	88
Marketing farm products	N = 5	80
Taxes	N = 3	67
Forage and crop production	N = 17	65
Agricultural miscellaneous topics	N = 5	60
Barns	N = 2	50
Poultry	N = 5	40
Agricultural research	N = 1	0
General livestock	N = 2	0

4-H Topics

Grooming	N = 8	88
Baby-sitting	N = 4	75
4-H miscellaneous	N = 7	71
Career exploration	N = 6	67
Handyman	N = 3	67
Incubation and embryology	N = 3	67
Other 4-H projects	N = 3	67
General - 4-H projects and demonstrations	N = 8	50
Safety - bicycle, etc.	N = 4	50
4-H promotion	N = 15	40
Lawn mowers	N = 3	0

Appendix A-3

TOPICS SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE WHO SAID THERE SHOULD BE TWO OR MORE LESSONS

Home Economics Topics of General Interest

Topic		Percent
Community meals	N = 2	100
Refinishing furniture	N = 4	100
Financial management	N = 36	81
Family relations - child care	N = 25	68
Consumer education - general	N = 26	65
Family life and relationships	N = 15	60
Consumer education - selection of furniture and equipment	N = 12	58
Family relations - adolescence	N = 5	40
Retirement	N = 2	0

Topics of General Interest

Housing - general	N = 5	100
Income tax	N = 1	100
Research	N = 1	100
Public affairs	N = 16	75
Resource development	N = 8	75
Community development and planning	N = 9	67
Recreation	N = 11	64
Safety	N = 5	60
General agricultural and home economics topics	N = 13	54
Home building	N = 2	50
Home buying	N = 6	50
Making wills	N = 2	50
Extension Service promotion	N = 19	42
Housing developments	N = 2	0

APPENDIX B

Appendix B-1

TOPICS SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE WHO SAID YES TO PREREGISTRATION[a]

Home Economics Topics of Interest Mainly to Housewives (and 4-H Girls)

Topic		Percent
Sewing - draperies and slipcovers	N = 4	100
Home management - care of clothing	N = 5	100
Sewing - general	N = 22	68
Home management - general	N = 9	56
Food preparation	N = 11	46
Home decorating	N = 13	46
Home management - storage	N = 4	25
Food preservation	N = 4	25
Clothing - selecting and buying	N = 10	20
Food - nutrition	N = 26	19
Food - low-cost and meal planning	N = 11	18
Home management - time and money, etc.	N = 7	14
Food marketing	N = 11	9
Home management - care and cleaning	N = 4	0
Fabrics and finishes	N = 8	0
House plants and arranging flowers	N = 8	0
Home management - laundry	N = 3	0
Home management - kitchen planning	N = 2	0

Agricultural Topics of General or Nonfarm Interest

Horticulture and floriculture	N = 5	40
Home gardening - vegetables	N = 3	33
Rural living	N = 3	33
Home grounds - landscaping	N = 26	31
Conservation	N = 12	25
Home gardening - fruit	N = 4	25
Home gardening - flowers	N = 5	20
Agricultural situation	N = 6	17
Insects and disease identification	N = 6	17
Pesticides - use of	N = 6	17
Home grounds - lawn care	N = 19	16
Home grounds - general	N = 8	12
Home grounds - care of trees and shrubs	N = 11	9
Agricultural public relations	N = 13	8
Home gardening - general	N = 3	0
Consumer information - eggs and milk	N = 5	0
Agricultural research	N = 1	0

[a] N's refer to number of topics.

Appendix B-2

TOPICS SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE WHO SAID YES TO PREREGISTRATION

Home Economics Topics of General Interest

Topic		Percent
Community meals	N = 2	100
Retirement	N = 1	100
Refinishing furniture	N = 4	75
Financial management	N = 33	52
Family relations - child care	N = 24	42
Family relations - adolescence	N = 5	40
Family life and relationships	N = 12	25
Consumer education - general	N = 26	4
Consumer education - selection of furniture and equipment	N = 12	0

Topics of General Interest

Income tax	N = 1	100
Making wills	N = 1	100
Home buying	N = 5	80
Recreation	N = 9	67
Housing developments	N = 2	50
Public affairs	N = 16	38
Resource development	N = 6	33
Housing - general	N = 5	20
Safety	N = 5	20
General agricultural and home economics topics	N = 11	18
Community development and planning	N = 8	12
Research	N = 0	0
Home building	N = 1	0
Extension service promotion	N = 16	0

Appendix B-3

TOPICS SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE WHO SAID YES TO PREREGISTRATION

Agricultural Topics of Interest Mainly to Farmers

Topic		Percent
Agricultural insurance	N = 1	100
Marketing farm products	N = 5	80
Farm management	N = 28	79
Dairy farming	N = 15	73
Forage and crop production	N = 17	53
Farm credit	N = 6	50
Forage machinery	N = 2	50
Poultry	N = 4	50
Taxes	N = 3	33
Agricultural miscellaneous topics	N = 5	20
Agricultural research	N = 1	0
Barns	N = 2	0
General livestock	N = 2	0
Laws affecting farmers	N = 1	0
Transfer of farm property	N = 1	0

4-H Topics

Other 4-H projects	N = 3	67
Safety - bicycle, etc.	N = 3	67
4-H miscellaneous	N = 7	43
Handyman	N = 3	33
Baby-sitting	N = 4	25
General - 4-H projects and demonstrations	N = 4	25
Career exploration	N = 6	17
Grooming	N = 8	12
4-H promotion	N = 14	7
Incubation and embryology	N = 2	0
Lawn mowers	N = 3	0

APPENDIX C

Appendix C-1

AUDIENCES SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE OF TOTAL OF AUDIENCES LISTED FOR EACH GROUP OF TOPICS[a]

Home Economics Topics of Interest Mainly to Housewives (and 4-H Girls)

(N = 171)

Audience	Percent
Housewives	34.0
Young housewives	22.0
General public	6.0
Housewives and teenagers	5.0
Lower income	3.5
Suburban housewife	3.5
Consumers	3.0
Girls and women	3.0
Teenagers	3.0
Mothers	3.0
Adult men and women	2.0
Family	2.0
Home owners	2.0
Elderly or senior citizens	2.0
4-H leaders and potential leaders	2.0
4-H leaders and members	2.0
Beginning and experienced sewers	1.0
Working women	1.0
Total	100.0

Agricultural Topics of General or Nonfarm Interest

(N = 161)

General public	42.0
Home owners	26.0
Consumers	6.0
Suburban	5.0
Urban or city	5.0
Rural, nonfarm	3.0
Farmers and gardeners	3.0
Farm or village	2.0
Commercial agriculture	1.0
Community leaders and leaders of local government	1.0
Farmers and general	1.0
Farmers and sportsmen	1.0
4-H leaders and potential leaders	1.0
Housewives	1.0
New York State residents	1.0
Youth	1.0
Total	100.0

[a] N's refer to number of topics.

Appendix C-2

AUDIENCES SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE OF TOTAL OF AUDIENCES LISTED FOR EACH GROUP OF TOPICS

Home Economics Topics of General Interest

(N = 125)

Audience	Percent
Housewives	18.0
General public	16.0
Adult men and women	10.0
Young married people	10.0
Young or new housewives	10.0
Families	6.0
Young mothers	6.0
Consumers	3.0
Parents	3.0
Parents and teenagers	3.0
Parents, leaders, members	3.0
Church and clubs	2.0
Lower income	2.0
Older people	2.0
Young families	2.0
Young parents	2.0
Housewives and youth	1.0
Teenagers	1.0
Total	100.0

Topics of General Interest

(N = 99)

General public	65.0
Home owners and prospective home owners	7.0
Farm families	5.0
Young housewives	5.0
Nonfarm people	4.0
City and residential dwellers and urban	2.0
Young married people	2.0
Young people	2.0
Sportsmen	2.0
Couples with children	1.0
Farm people, small businesses, housewives	1.0
Contractors, developers, architects, etc.	1.0
Lawyers and accountants	1.0
Home demonstration agents	1.0
Civic leaders, local government, teachers, etc.	1.0
Total	100.0

Appendix C-3

AUDIENCES SUGGESTED BY EXTENSION AGENTS FOR TV PROGRAMS ARRANGED ACCORDING TO PERCENTAGE OF TOTAL OF AUDIENCES LISTED FOR EACH GROUP OF TOPICS

Agricultural Topics of Interest Mainly to Farmers

(N = 98)

Audience	Percent
Farmers	38.0
Dairymen	26.0
Farm families	17.0
Farmers and agri-business	4.0
Farmers and others	3.0
Poultry farmers	3.0
Dairy and livestock farmers	2.0
Lawyers, bankers, farmers	2.0
Beef cattlemen	1.0
Livestock producers	1.0
Sheep farmers	1.0
Consumers	1.0
New York State residents	1.0
Total	100.0

4-H Topics

(N = 65)

General public	36.0
Teenagers	22.0
Youth	12.0
4-H leaders	8.0
Youngsters and parents	5.0
City boys and girls	3.0
Leaders and youth	3.0
Home owners	3.0
4-H members	1.5
4-H, high school, unemployed	1.5
School children	1.5
Parents of 4-H youth	1.5
Youth and science teachers	1.5
New York City area	1.5
Total	100.0

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Part III

As Seen By College Administrators

Extension Study No. 9

Office of Extension Studies
in cooperation with the
Department of Extension Teaching and Information
New York State Colleges of Agriculture and Home Economics
Contract Colleges of the State University
At Cornell University
Ithaca, New York
September, 1965

AC008197

Author: Frank D. Alexander
Administrative Specialist in Extension Studies

PREFACE

This report dealing with the views of administrators in the Colleges of Agriculture and Home Economics relative to the off-campus TV educational function of the Colleges of Agriculture and Home Economics is Part III of a series of reports on this function of the two colleges. The series of reports are intended to provide a background for the formulation of policy and program. It is anticipated that administrators connected with the two colleges will instrument the reports through a committee or committees which will study them and use the findings as guidelines for policy and program determination.

The report was made possible through the excellent cooperation of the administrators to whom a lengthy questionnaire was sent. All of the 11 who received the questionnaire returned it.

The study has been conducted as a cooperative project between the Office of Extension Studies and the Department of Extension Teaching and Information under the guidance of an advisory committee composed of the following: Arthur Durfee, chairman; Mary Bloetjes, C. H. Freemen, Dana Goodrich, C. R. Harrington, Olaf Larson, Hazel Reed, and W. B. Ward.

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Approaches for Specialists and Agents in Planning Live TV Programs 31

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Opinion of the Study 33

Addendum page 23

Add following Suburban housewives in the tabulation in the first paragraph.

General public 6

. . . .

Errata

In footnote change 1 to 2 and 4 to 5.

TV EDUCATIONAL FUNCTION OF THE COLLEGES
OF AGRICULTURE AND HOME ECONOMICS

As Seen By College Administrators

Introduction

Since the findings of this study of the TV Educational Function of the Colleges of Agriculture and Home Economics will be presented in seven parts with a separately bound report for each part, a common introduction setting forth the problem, the purposes, and methodology of the study is used for each report.

The Problem

The initiation of a study of this kind usually arises out of the awareness of a problem often stated in the form of a question. The stimulating question in this instance came from the Department of Extension Teaching and Information which is responsible for operating the TV Film Center. The question was, "What information is needed to provide long-time financial support for the TV Film Center?" The answer to this question as first conceived by the department was to provide the deans of the Colleges of Agriculture and Home Economics and other appropriate officials with the findings of a study of audience awareness and reception of the TV film productions of the Center.

However, as this approach to answer the department's question of long-time support of the Center was explored, it became clear that while it might provide a temporary answer, such a study would necessarily be limited in scope because of the Center's relatively short span of production. Moreover, while a study of audience reaction to films already produced might provide the basis for continuing support of the Center, the findings of a study of the Center's as yet limited out-put could lead to misdirected emphasis on the type of films to be produced in the future.

Since the practical matter of obtaining immediate financial support for the TV Film Center was considered imperative, it was accepted as necessary that some investigation of audience awareness and reaction to the Center's productions be made. This investigation, however, was considered the first stage of a comprehensive study that would provide the basis for policy with respect to the off-campus TV educational function of the Colleges of Agriculture and Home Economics. This comprehensive study including the investigation of selected film productions of the TV Film Center was initiated in July, 1963.

Design of the Study

Purposes. (1) To ascertain the viewpoints and experience of the faculties of the Colleges of Agriculture and Home Economics and the Extension Service field staff relative to the off-campus educational functions of the two colleges, with specific reference to the TV Film Center of the colleges and with some preliminary attention to a proposed TV educational network for New York State, for the purpose of developing for the two colleges, including the Extension Service, a long-range TV educational policy and program; (2) To ascertain the opportunities available to the colleges in getting their educational programs used by New York State commercial TV stations; and (3) To ascertain audience awareness of, attitudes to, and learning from selected productions of the TV Film Center. Purpose number 3 has already been realized by studying samples of audiences viewing selected films produced by the TV Film Center and by studying a group of home demonstration members who were exposed under control conditions to selected productions of the Center.[1]

Methodology. To realize purposes 1 and 2, questionnaires were administered to five populations. These populations were: 1) deans and directors of the two colleges, 2) departmental staffs in both colleges, 3) Extension state leaders, 4) Extension agents in all counties, and 5) persons responsible for public service programming at commercial TV stations in the State.

With modifications required by the nature of their jobs, the questionnaires for the first four populations were designed to obtain information that would be related to the determination of policy and program for the TV educational function of the two colleges as this function concerns the off-campus public. An Extension specialist in the Department of Extension

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[1] See Audience Evaluation of Films Produced for Television, Communications Research Bulletin 5, John F. Spencer, Frank D. Alexander, and Chester H. Freeman, Department of Extension Teaching and Information, Cornell University Agricultural Experiment Station, in cooperation with the Office of Extension Studies, New York State College of Agriculture, a Contract College of the State University, at Cornell University, Ithaca, New York, August, 1964.

Teaching and Information in connection with his graduate work prepared the questionnaire for the fifth population before this study was designed. Because the information sought by his questionnaire was particularly relevant to the present study in that it would provide a body of knowledge about commercial TV outlets which the colleges have utilized in the past and can expect to use in the future, an arrangement was worked out with the specialist to incorporate his proposed study in this one.

The seven reports which constitute this study of the _TV Educational Function of the Colleges of Agriculture and Home Economics_ are: _Part I, As seen by the Faculty_; _Part II, As Seen by Extension Agents_; _Part III, As Seen by College Administrators_; _Part IV, As Seen by State Extension Leaders_; _Part V, As Related to Commercial TV Stations_; _Part VI, As Implemented by Grouping Counties for Participation in Educational Television_; and _Part VII, Summary of Findings and Implications_. This report is Part III, As Seen by College Administrators.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By College Administrators

Summary of Findings

The Respondents

Returns and Classifications

1. Questionnaires were obtained from the following: two deans; one director, two associate directors and one assistant director of Extension; one director of research; one assistant director of research; one director of resident instruction, College of Agriculture; one coordinator of resident instruction, College of Home Economics; and one coordinator of research, College of Home Economics.

Ownership of TV Set

1. Of nine respondents who gave information, eight had a TV set and one did not.

Opinion About TV as Now Operated in this Country

1. Of the eight respondents who owned a TV set, three thought TV was either poor or mediocre, three thought it excellent or provided people with a wide choice, and one seldom watched it.

Awareness and Evaluation of TV Educational Activities of the Colleges

Relating to the TV Film Center at Cornell

1. When asked to describe their role in the establishment

of the Center, the two deans indicated they had given strong encouragement to the establishment of the Center. Only one other respondent indicated any important role.

2. When asked to check a list of nine possible things they might have done in connection with the Center's establishment, one of the deans indicated having jointly with one or more staff members originated the idea.[1] The other dean and directors indicated they had approved the idea.

Relating to the Four Basic Classes of TV Programs of the Colleges

1. A majority of the 11 respondents were not very well acquainted with any of the four basic classes of TV programs which the colleges have been conducting.[2] The class (2), short course programs had the largest number (3) of respondents who were very well acquainted with them.
2. The class (2), short course programs were the only class of programs rated high by as many as four respondents. This was twice as many respondents as rated any other class high.

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[1] The head of the Department of Extension Teaching and Information in answering a preliminary questionnaire relating to the study stated: "After working for several years with others to help establish live television programs over New York State stations in which agents and specialists participated, I thought that these local live TV programs should be supplemented with TV films direct from the two colleges to stations. Therefore, at least ten years ago, I prepared a budget proposal for submission to the deans. I consulted with Professors Phillips, Kaiser and Veeder during the preparation of this and future TV Film Center proposals."

[2] The four basic classes of TV educational efforts of the colleges are: (1) regularly scheduled county Extension agents' programs, (2) short course programs, both live and filmed, (3) short (4.5 minutes) TV films produced by TV Film Center, and (4) longer (13.5 minutes) TV films produced by TV Film Center.

Attitude Toward TV as an Educational Medium For Reaching Out-of-School People

Opinion of TV as an Educational Medium

1. Six of the 11 respondents considered TV one of the better ways of reaching out-of-school audiences. The remaining five thought if offered some opportunity for reaching out-of-school people.

Opinion as to What Should Be Done About TV

1. Nine of the 11 respondents thought their college should develop a broad policy with respect to the use of TV. Two thought that as a minimum the colleges should experiment with it.

Suggestions Relating to TV Educational Programs and Audiences

Classes of Suggested Topics

1. The nine respondents who listed topics, listed 35 topics which were classified under three major categories as follows:

	No. of topics
Agricultural topics of interest mainly to farmers	4
Home economics topics of interest mainly to housewives	2
General interest topics	29
Total	35

2. The only sub-topics which had any noticable number (5) of specific topics was consumer education.

3. A significant comment made by one respondent who on his first reaction to the questionnaire said he did not want to list any topics (he subsequently agreed to do so) was, "I can't answer this. Perhaps because I do not see TV as a discrete educational program, but as a means of conducting some parts of current Extension efforts."

Assumptions About Using TV as a Means of Reaching the General Public

1. Following their listing of suggested topics for TV presentation, the respondents were asked to indicate on a check list the assumptions which they thought were the basis for their listings. Of the nine respondents who chose one or more assumptions, eight chose the assumption, the colleges have resources for conducting off-campus education; six chose, the colleges have a responsibility to conduct educational programs off the campus for adults, youth and children; and six chose, educational TV should include giving people general information about what their public institutions, such as the Colleges of Agriculture and Home Economics do.

Rating of Importance of Selected Audiences for TV Educational Programs

1. City housewives, farm housewives, and suburban housewives were considered very important by the largest number of respondents (6 for each). Community and

organizational leaders were considered *very important* by five respondents.

Methods of Conducting TV Operations

Relating to TV Film Center

1. Ten of the eleven respondents thought one of the purposes of the TV Film Center should be, *to teach off-campus people an understanding of the principles in various subject-matter fields, which on their own, they can apply to practical problems*. Two other purposes, each of which were indicated by eight respondents were: *to teach off-campus people useful information related to practical problems* and *to provide off-campus people with an acceptable image of the Colleges of Agriculture and Home Economics*.
2. Of the 10 respondents who gave their opinion, four thought *the substance of TV films should be programmed by the Extension Service through its specialists with the TV Film Center providing technical advice and production facilities*; three *didn't know* what the approach should be; two favored *giving the film productions completely to the Center, with the Center requesting the services of the faculty members or paying outsiders for help in production*; and one wrote in an approach similar to the first one above, except "*qualified personnel (teaching, research, and exten-*

sion)" was substituted for "Extension Service through its specialists."

3. Only the four Extension directors were asked about the possibility of conflict between live TV productions of agents and specialists and the distribution to TV stations of films produced by the TV Film Center. One could see the possibility that such a conflict might occur, two saw no conflict, and one didn't know.
4. In view of what appears to be a regression in the quality of time (and hence of size of audience) provided by commercial TV stations for educational TV films produced by the colleges, four of the 11 respondents gave as one of their ideas as to what should be done, improve productions and two gave as one of their ideas, determine reason for regression in quality of time made available. None of the eight other ideas given had more than one respondent who mentioned it.

Who Should Propose TV Topics

1. From a list of 11 possible individuals, organizational units, or groups who might propose TV topics or subject matter, with nine respondents reporting, Extension agents and a special TV committee representing the two colleges, had the highest number of choices, with six each.

Administrators' Views on Selected TV Functions of Department of Extension Teaching and Information

1. Eight of the nine respondents who expressed an opinion

thought it would be desirable to provide in-service training for faculty members interested in participating in TV educational programs; one didn't know about it.

2. Six of the nine respondents who expressed an opinion favored the TV Film Center establishing criteria for departments to screen TV personalities or teachers, but three didn't know about it.

Relationships of Specialists and Agents in TV Work as Seen by Extension Directors

1. All four of the directors thought the Extension specialists should suggest to agents timely subject-matter topics, and three thought the specialists should prepare TV scripts in their fields with the assistance of the TV specialists.
2. Three of the four directors thought the specialists in given subject-matter fields and agents assigned to those fields should meet annually and plan jointly TV programs for various viewing areas at which meetings the agents and specialists would divide among themselves the jobs to be done. A fourth director combined the above view with two other ideas, both of which emphasized the specialists' role.
3. All four of the leaders thought the agents and specialists should bring to their planning meetings their plans of work and use these as the basis for deciding on what subject matter and audiences should be included in TV programs.

Participation in State-wide TV Educational Network

1. All of the 10 respondents who gave their views favored participation in the proposed state-wide TV educational network if a station should be established in Ithaca.

Opinion of the Study

1. Five of the 10 respondents who gave an opinion thought the study was a good idea and five doubted the wisdom of it.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By College Administrators

The Respondents

Returns and Classifications

Questionnaires were obtained from 11 upper level administrators. These included two deans; one director, two associate directors, and one assistant director of Extension; one director of research; one assistant director of research; one director of resident instruction, College of Agriculture; one coordinator of resident instruction, College of Home Economics; and one coordinator of research, College of Home Economics.

Ownership of TV Set

Of the nine respondents who answered the question as to ownership of a TV set, eight had a set, and one did not.

Opinion About TV as Now Operated in This Country

Of the eight respondents who have TV sets, seven gave an opinion about TV as it now operates in this country. The following tabulation summarizes their views:

	No. of respondents
With minor exceptions very poor	2
Mediocre	1
Excellent or excellent programs available	2[1]
Wide latitude offered and people tend to get what they want	1
Seldom watch	1

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[1] One of these thought that most of the educational films are presented at inconvenient times.

Awareness and Evaluation of TV Activities of the Colleges

Relating to TV Film Center at Cornell

Role in establishment. Since it was interest in the productions of the TV Film Center which initiated this study, it was thought that exploration of the origin and purpose of the TV Film Center should be undertaken with the deans, directors, and coordinators. When asked to describe their role in the establishment of the Center, the two deans indicated they had given strong encouragement to the establishment of the Center. In responding to the same question only one other respondent commented or thought he or she had had any important role. This respondent had participated in discussions relative to the Center in which the opportunity to indicate the need for TV films was used, and had also participated in budget hearings for the Center. However, when asked to check a list of nine possible things they might have done in connection with the Center's establishment, one of the deans indicated: 1) having jointly with one or more staff members originated the idea,[1] 2) having helped develop plans for operating the Center, 3) having approved plans for operating the Center, and 4) having had some responsibility for deciding what films the Center should produce.

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[1] The head of the Department of Extension Teaching and Information in answering a preliminary questionnaire relating to the study stated: "After working for several years with others to help establish live television programs over New York State stations in which agents and specialists participated, I thought that these local live TV programs should be supplemented with TV films direct from the two colleges to stations. Therefore, at least ten years ago, I prepared a budget proposal for submission to the deans. I consulted with Professors Phillips, Kaiser and Veeder during the preparation of this and future TV Film Center proposals."

The other dean indicated: 1) having approved the idea, and 2) having had some responsibility for deciding what films should be produced. One director indicated three activities: 1) approval of the idea, 2) approval of operating plans, and 3) some responsibility for deciding on films to be produced. Two directors indicated two activities each. One of these checked: 1) approval of the idea, and 2) approval of operating plans; and the other checked: 1) approval of the idea, and 2) helped develop plans for operating the Center.

One coordinator had had some responsibility for deciding what films the Center should produce and in addition (written in) had helped develop a few film scripts. Two directors indicated approval of the idea only, two directors and one coordinator indicated they had had no role in establishing the Center. Altogether five of the directors, three in Extension, the director of research and the director of resident instruction in the College of Agriculture indicated they had approved the idea.

Relating to the Four Basic Classes of TV Programs of the Colleges

The four basic classes of TV programs with which the colleges have been associated were presented to the respondents. These classes were:

1. Class (1), regularly scheduled county Extension agents' programs; usually live; length 10, 15, 20, and 30 minutes; principal personalities (teachers), county agents, with specialists as occasional guests; usually one lesson only but a few series of lessons have been

presented; telecast over commercial stations; some of these programs are: "You and Your Family" from Buffalo, "Farm Show" from Buffalo, "Open House - Homemaking and You" from Binghamton, and "Party Line" from Syracuse.

2. Class (2), short course programs; both live and filmed productions; length 30 minutes; principal personalities (teachers), college specialists; five to eight lessons on succeeding days or weeks; preregistered audiences to whom printed material was sent in advance; telecast over commercial stations; program titles: "Sew for Growth," "Farm Management," and "Dairy Cattle Feeding School."

3. Class (3), short TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 4.5 minutes; produced with help of college specialists and researchers; narrator a skilled TV personality employed under contract; telecast principally over commercial stations; general title of films: "Closer Look" series, included are films on potatoes, eggs, ham, milk, peaches, etc., with consumer orientation.

4. Class (4), longer TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 13.5 minutes; principal personalities (teachers), college specialists and researchers; telecast principally over commercial stations; titles of films: "In the Darkest Places" (deals with clothes moths, carpet

beetles, and serious pests of woolen goods) and "Aging and Independence" (deals with problems of the aged).

Awareness of four basic classes of programs. The following tabulation gives the frequencies of the respondents according to degree of acquaintance with the four classes of programs:

	Number of respondents according to degree of acquaintance		
	Very well	Some	Only knows what described above
Class (1)	0	9	2
Class (2)	3	8	0
Class (3)	2	8	1
Class (4)	1	10	0

The class (2), short course programs, had the largest number (3) of respondents who were very well acquainted with it.

Rating of four basic classes of programs. The respondents were asked to rate as educational efforts for off-campus people the four classes of programs. The tabulation below gives the frequencies of respondents according to ratings:

	Number of respondents according to rating levels			
	High	Average	Poor	Do not know enough to rate
Class (1)	-	4	-	4
Class (2)	4	2	-	2
Class (3)	2	4	-	2
Class (4)	2	4	-	2

As might be expected from the acquaintance data, the class (2), short course programs in general had the largest number who rated them high.

Attitude Toward TV as an Educational Medium for Out-of-School People

Opinion of TV as an Educational Medium

Six of the 11 respondents considered TV one of the better ways of reaching out-of-school audiences; the other five thought it offered some opportunity for reaching out-of-school people.

Opinion as to What Should Be Done About TV

On the assumption that TV is developing rapidly as an educational medium for out-of-school people, the respondents were asked to indicate what they thought their respective colleges should do. They were given four choices: 1) as a minimum experiment with it, 2) develop a broad policy with respect to its use, 3) give it little or no attention until we are more sure about its development, and 4) disagree that TV appears to be a rapidly developing medium for educating out-of-school people. Nine of the 11 respondents thought their college should develop a broad policy with respect to the use of TV. Two thought that as a minimum the colleges should experiment with it.

Suggestions Relating to TV Educational Programs and Audiences

Classes of Suggested Topics

The respondents were asked to list topics which they considered important for live or filmed TV presentations. While recognizing that administrators are somewhat removed from the function of choosing topics for TV, it was thought that their listings might reflect some basic interests which they might have.

The following classes of topics with frequencies of specific listings under each resulted from this question:[1]

	Number of topics
Agricultural topics of interest mainly to farmers	
Agricultural economics	1
Agricultural geography	1
Agricultural marketing	1
Agricultural production	1
Total	4
Home economics topics of interest mainly to housewives	
Homemaking	1
Nutrition	1
Total	2
General interest topics	
Consumer education	5
Information about College of Home Economics	3
Housing and home grounds	3
New developments in agriculture	2
Public affairs	2
Safety	2
Science in agriculture and 4-H	2
Conservation of natural resources	1
Fiction best sellers	1
Financial management	1
Food science and technology	1
Information about colleges	1
Ownership of property	1
Research results	1
Teenage marriages	1
This week in nature	1
Weight control	1
Total	29

---

[1] Nine of the 11 respondents provided these data.

The only subject-topics which had any noticable number (5) of specific topics was consumer education. Information about the colleges has a total of four specific topics.

Two of the respondents made significant comments about the use of TV following their listing of topics. One of these made his listing on a second request. His refusal in the first instance was: "I can't answer this. Perhaps because I do not see TV as a discrete educational program, but as a means of conducting some parts of current Extension efforts." After this respondent provided a list, he added this comment: "Perhaps my image of TV involves its use to produce an awareness, not of the college, but of problems and opportunities in those areas where the general public can be expected to be interested or involved."

The second respondent commented: "I am interested in seeing some courses tried by the college, at first introductory. The above (referring to his list) are merely examples."

Assumptions About Using TV as a Means of Reaching the General Public

Following the question which asked the respondents to list topics for TV presentations, they were requested to check a list of assumptions underlying their listings. A list of ten possible assumptions (plus an opportunity to write in other) were presented for checking as many as applied. An opportunity was also given to check the assumption: The colleges can better utilize their resources by not having a TV educational program for off-campus people.[1] In asking the respondents to check the list of assumptions, it was thought they would in this way give their reasons for thinking TV could serve as a means for conducting off-campus educational efforts. The following tabulation gives the number of respondents checking each assumption:

---

[1] Since the list of assumptions applied only to those suggesting topics, it is possible that some of the respondents who gave no list of topics may have chosen to do so because of this assumption.

Assumptions[1]	No. of respondents checking
1. The colleges have resources (body of information, personnel, money, etc.) for conducting off-campus education	8
2. Educational TV should include giving people general information about what their public institutions, such as the Colleges of Agriculture and Home Economics do	6
3. The colleges have a responsibility to conduct TV educational programs off-the-campus for adults, youth and children	6
4. Educational TV should give people an understanding of basic principals in various subject-matter fields	5
5. TV offers an unusual opportunity to conduct a series of lessons on a given topic for audiences registered in advance and provided with literature bearing on the topic	5
6. Educational TV should include subject matter such as history, philosophy, government, art, etc.	3
7. In view of the reluctance of people to go to meetings, TV teaching is the best method to communicate with them	1
8. Educational TV can only expect the masses to learn simple things from short exposures	0

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[1] An opportunity to add other was given, but no one used the opportunity. Nine of the 11 respondents gave information on these assumptions.

Assumptions	No. of respondents checking
9. Educational TV should confine itself to teaching people information which is practical and useful in solving their problems	0
10. The colleges can better utilize their resources by not having a TV educational program for off-campus people	0

The assumption checked by eight of the nine respondents was: No. 1, the colleges have resources for conducting off-campus education. Six of the nine checked No. 2, educational TV should include giving people general information about what their public institutions, such as the Colleges of Agriculture and Home Economics, do, and an equal number checked No. 3, the colleges have a responsibility to conduct educational programs off-the-campus for adults, youth and children. Of the two assumptions checked by five respondents each, it is significant that one of these was No. 5, TV offers an unusual opportunity to conduct a series of lessons on a given topic for audiences registered in advance and provided with literature bearing on the topic. Only one respondent checked No. 7 which suggested that TV is the best communication substitute for the reluctance of people to go to meetings. None of the nine who answered the question chose the same combination of assumptions. The number of respondents according to number of assumptions chosen was:

Addendum page 23

Add following Suburban housewives in the tabulation in the first paragraph.

General public 6

. . . .

Errata

In footnote change 1 to 2 and 4 to 5.

Addendum page 23

Add following Suburban housewives in the tabulation in the first paragraph.

General public 6

. . . .

Errata

In footnote change 1 to 2 and 4 to 5.

	No. of respondents
One choice	1
Two choices	0
Three choices	2
Four choices	3
Five choices	3

Rating of Importance of Selected Audiences for TV Educational Programs

The respondents were asked to indicate for a list of 19 possible audiences (plus an opportunity to add _other_) how important they considered each audience. There were no _others_ added. The audiences considered _very important_ by three or more respondents are listed below:[1]

Audiences	No. considering very important
City housewives	6
Farm housewives	6
Suburban housewives	6
Community and organization leaders	5
People interested in home grounds	4
4-H leaders	3
4-H members	3
Government officials	3
Managers and employees of marketing services, both retail and wholesale	3
Low-income underpriviliged groups	3
Minority groups	3

Housewives in all classes of communities are certainly considered by the majority of the respondents as a _very_ important audience to which TV educational programs should be directed. Community and organizational leaders are indicated as a very important type of audience by five respondents. Low-income and minority-group audiences were considered very important by about one third of the respondents.

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[1] The number of respondents giving no information for these audiences varied from 1 to 4 out of the total of 11.

Methods of Conducting TV Operations

Relating to TV Film Center

Perception of purpose of productions of TV Film Center. The respondents were asked to indicate for a list of four purposes (plus an opportunity to add other) which ones should be the Center's purposes. The following tabulation presents the frequency with which each of the purposes was chosen by the 11 respondents:

	No. of respondents choosing
1. Teach off-campus people an understanding of principles in various subject-matter fields, which on their own, they can apply to practical problems - - - - - - - - - - - - - -	10
2. Provide off-campus people with an acceptable image of the Colleges of Agriculture and Home Economics - - - - - - - - -	8
3. Teach off-campus people useful information related to practical problems - - - - - - - - -	8
4. Teach such subject matter as history, government, philosophy, public affairs, etc. - - - - - - - -	5
5. Other - - - - - - - - - - - - - - -	2

The most frequently (10) chosen purpose was that of teaching principles which people could apply to their problems. Eight of the 11 respondents were concerned with providing off-campus people with an acceptable image of the colleges, but an equal number chose teach off-campus people useful information related to practical problems. One respondent who did not choose purpose number 3 entered a note that if purposes 1, 2, and 4 were fully carried out, number 3 would be realized automatically. Another who chose purpose number 3 indicated, "limited". Teaching subject matter in the field of the humanities or liberal education was chosen by less than half of the respondents.

The frequency of choices (including other) according to number of purposes which each respondent chose were:

	No. of respondents
One purpose	2[1]
Two purposes	0
Three purposes	6
Four purposes	2
Five purposes	1[2]

Four of the six who chose three purposes agreed on their choices, i.e., purposes 1, 2, and 3. There were no other complete agreements.

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[1] One respondent wrote in "teaching anything falling within our area of competency."

[2] One respondent checked all choices and added an other. The other was, "stimulate other contacts with the institution."

General approaches for operation of TV Film Center. The respondents were asked to choose between two general approaches for the operation of the TV Film Center or write in a suggested approach. The following tabulation presents the choices that were made:

Procedures	Number choosing
1. Think the substance (subject matter) of TV films should be programmed by the Extension Service utilizing its specialists with the TV Center providing technical advice and production facilities	4
2. Think the TV film productions of the colleges should be turned over completely to the Center with the Center requesting the services of faculty members or paying outsiders for help in making its productions	2
3. Don't know	3
4. Other	1
Total	10[1]

Of the 10 who answered the question, four *thought the substance of TV films should be programmed by the Extension Service through its specialists with the TV Film Center providing technical advice and production facilities*. Three *didn't know* what the approach should be, and two favored *giving the film productions completely to the Center, with the Center requesting the services of faculty members or paying outsiders for* help on production.[1] One respondent wrote in an other which was: "The substances of TV films should be programmed by qualified personnel (teaching, research, and extension) with the TV Center providing technical advice and production facilities". This view is somewhat like the preceding one but includes teaching and research staff in addition to extension along with the idea of "qualified personnel".

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[1] One respondent gave no information.

Perception of conflict between TV films and live TV programs. The four Extension Directors were asked if they saw any conflict between live TV productions by agents and specialists and the distribution to the various TV stations around the state of films produced by the TV Film Center. One thought he could see the possibility of this, two saw no conflict, and one didn't know.

The director who saw the possibility of conflict indicated that there was possibility of duplication. He thought the remedy for this possible conflict was to develop an effective method of communication at all appropriate levels.

Commercial station outlets for TV films. The respondents were presented with the following situation and asked, assuming the situation was accurately described, to state what the colleges should do:

> Situation: Seventeen New York television stations, two of which are educational stations, provide outlets for TV educational films produced by the colleges. For the immediate future these are the major

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[1] One of these added to this choice that ideas for films should follow the combination of individuals or groups who should propose TV topics which he (or she) had previously indicated.

> available outlets. According to *Video News* (Extension publication) the situation with respect to available time for Extension programs is stated as follows: "...with the exception of one or two cases, you see a good example of *regression in the quality of time* that commercial stations now provide for educational telecasts when you study Extension participation in television over the years ...The total effect is a smaller and smaller television audience."

Eight of the 11 respondents answered this question. Some respondents gave more than one idea about what the colleges should do. The different ideas given with frequency of mentions follows:

What colleges should do	Number of mentions
1. Improve productions	4
2. Determine reason for regression in quality of time	2
3. Do fewer, but better, productions	1
4. More emphasis on general education, less on how to do it	1
5. Work with other units of state university to establish a good state-wide educational program	1
6. Build special audiences if can get reasonable time	1
7. If trend continues, reexamine need for, and value of, TV Film Center	1
8. Seek sponsers	1
9. Don't know	1

Six of the mentioned ideas (see nos. 1, 3, and 4 above) were directed toward the quality and nature of programs. Thus, the major emphasis in what to do about the situation was on programming.

Who Should Propose TV Topics

A list of 11 possible individuals, or organizational units, or groups who might propose TV topics or subject matter was presented to the respondents with the opportunity to check as many as the respondent wanted to. Although no opportunity was given for writing in other, two respondents did so. The number of choices made for individuals or groups who should propose TV topics is given in the following tabulation:

	Individuals or groups	Number choosing
1.	A special TV committee representing the two colleges - - - - - - - - - - - - - - - - -	6
2.	Extension agents - - - - - - - - - - - - - - -	6
3.	Deans of the two colleges - - - - - - - - - -	4
4.	Director of Extension - - - - - - - - - - - - -	4
5.	Director of research - - - - - - - - - - - - -	4
6.	Director of resident instruction - - - - - -	4
7.	Entire staff of departments - - - - - - - - -	4
8.	Staff of the TV Film Center - - - - - - - - -	4
9.	Extension staff of departments - - - - - - -	3
10.	Research staff of departments - - - - - - -	3
11.	Teaching staff of departments - - - - - - -	3
12.	Anyone with a good idea (written in) - - - -	2
13.	People responsible for program efforts (written in) - - - - - - - - - - - - -	1

Extension agents and a special committee representing the two colleges had the highest number of choices from the nine respondents who answered the question, with six choices each. One respondent who checked none of the choices wrote in people responsible for program efforts, and two, one of whom checked one choice, wrote in anyone with a good idea.

At the other extreme were two respondents who agreed by checking all eleven (1 through 11) of the choices presented in the questionnaire.

Administrators' Views on Selected TV Functions of Department of Extension Teaching and Information

In-service training for staff interested in TV participation. The respondents were asked if they thought it would be desirable for the Department of Extension Teaching and Information to organize an in-service training course for faculty members interested in participation in TV educational programs. Of the nine who answered the question, eight thought it would be desirable to have such in-service training and one didn't know.[1]

Criteria for screening TV personalities or teachers. The respondents were asked if they would favor the TV Film Center's setting up criteria for departments to screen TV personalities or teachers. Six of the nine who replied would favor this procedure but three didn't know about it.[2]

Relationship of Specialists and Agents in TV Work as Seen by Extension Directors

Functions of specialists in working with agents on the production of live TV programs. The directors were asked to check a list of six jobs (plus an opportunity to add other) which they thought specialists should do with agents in the production of live TV programs. The following tabulation gives for the various jobs the number who thought the specialists should do them:

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[1] One of the 11 possible respondents used a state leaders' questionnaire which did not contain this question.

[2] Same as above footnote.

Jobs	No. who thought should do
1. Suggest timely subject-matter topics - - - - - - - - - - - - - - - - - - -	4
2. Prepare and send out subject matter - - - - - - - - - - - - - - - - - - -	2
3. Prepare scripts in specialists' fields with assistance of TV specialists - - - - - - - - - - - - - - -	3
4. Serve as a teacher for one lesson - - - - - - - - - - - - - - - - - - -	2[1]
5. Serve as a teacher for a series of lessons - - - - - - - - - - - - - - - -	2[2]
6. Train agents to be teachers in specialists' field - - - - - - - - - - - -	2

All four of the directors thought the specialists should suggest subject-matter topics and three thought he should prepare scripts in his subject-matter area with assistance from the TV specialist. Each of the other four jobs had the support of at least half of the directors. None of the four directors agreed on the combinations of jobs which were chosen. One director chose all six jobs, and one only two.

Approaches for specialists and agents in planning live TV programs. The four respondents were asked to indicate which of three approaches (plus an opportunity to write in other) for specialists and agents to plan live TV programs they would recommend. The following tabulation presents the number of respondents choosing various responsibilities:

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[1] The intent of these items may not have been clear. It was intended to mean that the specialist for a given topic should teach only one lesson (no. 4) or a series of lessons (no. 5).

[2] Same as above footnote.

Approaches	Number choosing
1. Specialists in given subject-matter fields, and agents assigned to those fields, meet annually and plan jointly TV programs for various viewing areas at which meetings the agents and specialists would divide among themselves the jobs to be done	3
2. Agents select topics, make general plans for the programs, make arrangements with TV stations, conduct the promotion for the programs, and ask the specialists to do the major teaching job	0
3. Specialists select topics and prepare to teach the topics, asking the agents in the TV viewing areas to arrange for the teaching with TV stations and to conduct the promotion for the programs	0
4. Other (combination of all three)	1
Total	4

Three of the respondents chose approach No. 1, specialists in given subject-matter fields and agents assigned to those fields, meet annually and plan jointly TV programs for various viewing areas, at which meetings the agents and specialists would divide among themselves the jobs to be done.

The directors were further asked, if they chose No. 1 in the preceding tabulation, to indicate whether or not the agents and specialists should bring their plans of work to the meeting and use these as the basis for deciding what subject matter and audiences should go into TV programs. Since three of the respondents chose No. 1 and one indicated a combination of the three procedures, all four answered this question indicating they thought the agents and specialists should bring their plans of work to the meeting and use these as the basis for deciding what subject matter and audiences should be included.

Participation in State-wide TV Educational Network

The respondents were asked if as a part of a proposed state-wide educational network, a TV educational station should be established in Ithaca, they would like to see their college participate in educational programs for the general public over this station. Of the 10 who answered this question, all answered yes.

Opinion of the Study

Five of the 10 respondents who gave an opinion about the study thought it was a good idea and five doubted the wisdom of it.

Four of the five who thought the study a good idea made these comments:

1. Answers to study need to be separated into categories to determine opinion of those who have a responsible attitude to informal off-campus teaching--also obtains a measure of faculty interest.

2. It is my opinion that but a small proportion of this faculty either know about the TV Center or are not concerned about the extent to which they should participate. If a large enough number of responses are obtained I may find out whether or not my assumption is valid.

3. It seems to me that Cornell University as an educational institution has been missing the boat. If we (meaning all units as a university) are in the education field, let's do

something toward educating the public in a broader sense. The effort should be university-wide, certainly college-wide. Good filmed series could be used in other states as well as New York.

4. It's one way of soliciting interest. Also helps administration determine "where things stand."

Two of the five who doubted the wisdom of the study commented as follows:

1. A good method of obtaining involvement, but policy is more than a summary of reactions or ignorance. The difficult task still remains.

2. I question if I have sufficient knowledge and background regarding TV and possible TV films from the college to give an analytical appraisal of the TV Center on an educational policy. Many of our faculty have little or no contact with our present program or potential for an expanded program.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Part IV

As Seen By State Extension Leaders

Extension Study No. 9

Office of Extension Studies
in cooperation with the
Department of Extension Teaching and Information
New York State Colleges of Agriculture and Home Economics
Contract Colleges of the State University
at Cornell University
Ithaca, New York
September, 1965

AC002197

Author: Frank D. Alexander
Administrative Specialist in Extension Studies

PREFACE

This report dealing with the views and experiences of state leaders of Extension relative to the off-campus TV educational function of the Colleges of Agriculture and Home Economics is Part IV of a series of reports on this function of the two colleges. The series of reports are intended to provide a background for the formulation of policy and program. It is anticipated that administrators connected with the two colleges will instrument the reports through a committee or committees which will study them and use the findings as guidelines for policy and program determination.

The report was made possible through the excellent cooperation of the state leaders to whom a lengthy questionnaire was sent. Seventeen out of 18 leaders returned the questionnaire.

The study has been conducted as a cooperative project between the Office of Extension Studies and the Department of Extension Teaching and Information under the guidance of an advisory committee composed of the following: Arthur Durfee, chairman; Mary Bloetjes, C. H. Freeman, Dana Goodrich, C. R. Harrington, Olaf Larson, Hazel Reed, and W. B. Ward.

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By State Extension Leaders

Introduction

Since the findings of this study of the TV Educational Function of the Colleges of Agriculture and Home Economics will be presented in seven parts with a separately bound report for each part, a common introduction setting forth the problem, the purposes, and methodology of the study is used for each report.

The Problem

The initiation of a study of this kind usually arises out of the awareness of a problem often stated in the form of a question. The stimulating question in this instance came from the Department of Extension Teaching and Information which is responsible for operating the TV Film Center. The question was, "What information is needed to provide long-time financial support for the TV Film Center?" The answer to this question as first conceived by the department was to provide the deans of the Colleges of Agriculture and Home Economics and other appropriate officials with the findings of a study of audience awareness and reception of the TV film productions of the Center.

However, as this approach to answer the department's question of long-time support of the Center was explored, it became clear that while it might provide a temporary answer, such a study would necessarily be limited in scope because of the Center's relatively short span of production. Moreover, while a study of audience reaction to films already produced might provide the basis for continuing support of the Center, the findings of a study of the Center's as yet limited out-put could lead to misdirected emphasis on the type of films to be produced in the future.

Since the practical matter of obtaining immediate financial support for the TV Film Center was considered imperative, it was accepted as necessary that some investigation of audience awareness and reaction to the Center's productions be made. This investigation, however, was considered the first stage of a comprehensive study that would provide the basis for policy with respect to the off-campus TV educational function of the Colleges of Agriculture and Home Economics. This comprehensive study including the investigation of selected film productions of the TV Film Center was initiated in July, 1963.

Design of the Study

Purposes. (1) To ascertain the viewpoints and experience of the faculties of the Colleges of Agriculture and Home Economics and the Extension Service field staff relative to the off-campus educational functions of the two colleges, with specific reference to the TV Film Center of the colleges and with some preliminary attention to a proposed TV educational network for New York State, for the purpose of developing for the two colleges, including the Extension Service, a long range TV educational policy and program; (2) To ascertain the opportunities available to the colleges in getting their educational programs used by New York State commercial TV stations; and (3) To ascertain audience awareness of, attitudes to, and learning from selected productions of the TV Film Center. Purpose number 3 has already been realized by studying samples of audiences viewing selected films produced by the TV Film Center and by studying a group of home demonstration members who were exposed under control conditions to selected productions of the Center.[1]

Methodology. To realize purposes 1 and 2, questionnaires were administered to five populations. These populations were: 1) deans and directors of the two colleges, 2) departmental staffs in both colleges, 3) Extension state leaders, 4) Extension agents in all counties, and 5) persons responsible for public service programming at commercial TV stations in the State.

With modifications required by the nature of their jobs, the questionnaires for the first four populations were designed to obtain information that would be related to the determination of policy and program for the TV educational function of the two colleges as this function concerns the off-campus public. An Extension specialist in the Department of Extension Teaching and Information in connection with his graduate work prepared the questionnaire for the fifth population before this study was designed. Because the information sought by his questionnaire was particularly relevant to the present study in that it would provide a body of knowledge about commercial TV outlets which the colleges have utilized in the past and can expect to use in the future, an arrangement was worked out with the specialist to incorporate his proposed study in this one.

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[1] See Audience Evaluation of Films Produced for Television, Communications Research Bulletin 5, John F. Spencer, Frank D. Alexander, and Chester H. Freeman, Department of Extension Teaching and Information, Cornell University Agricultural Experiment Station, in cooperation with the Office of Extension Studies, New York State College of Agriculture, a Contract College of the State University, at Cornell University, Ithaca, New York, August, 1964.

The seven reports which constitute this study of the TV Educational Function of the Colleges of Agriculture and Home Economics are: Part I, As Seen by the Faculty; Part II, As Seen by Extension Agents; Part III, As Seen by College Administrators; Part IV, As Seen by State Extension Leaders; Part V, As Related to Commercial TV Stations; Part VI, As Implemented by Grouping Counties for Participation in Educational Television; and Part VII, Summary of Findings and Implications. This report is Part IV, As Seen by State Extension Leaders.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By State Extension Leaders

Summary of Findings

The Respondents

Returns and Classifications

1. Of 18 state leaders, 17 returned questionnaires.
2. Of the 17 respondents three were full professors; seven, associate professors; five, assistant professors; and two had no professional status.

Ownership of TV Set

1. All of the respondents owned TV sets.

Opinion of TV as Now Operated in this Country

1. Slightly less than half of the leaders had a positive attitude toward TV as it is now operated in this country.

Awareness and Evaluation of TV Activities of the Colleges

Relating to the TV Film Center at Cornell

1. All of the state leaders knew that the colleges maintained a TV Film Center.
2. Eleven of the 17 leaders had seen one or more of the film productions of the Center.
3. The leaders had seen seven different films produced by the Center which added up to 14 viewings.
4. The leaders classified the seven films as follows:

Essentially Teaching

Closer Look Series (without specification)

In the Darkest Places

Apples (a Closer Look Series film)[1]

Essentially Public Relations

4-H Spots

Home Economics Careers

Announcement of Agricultural Institute

Both Teaching and Public Relations

Food Availability

Apples (a *Closer Look Series* film)[2]

5. The rating given for 12 of the 14 viewings was *very worthwhile*.

Relating to Four Basic Classes of TV Educational Efforts of the Colleges

1. The percent of leaders who were *very well acquainted* with each of the four basic classes[3] of the TV educational efforts of the colleges was as follows:

	Percent very well acquainted
Class (1), regularly scheduled county Extension agents' programs	50
Class (2), short course programs	29
Class (3), short TV films produced by TV Film Center	12
Class (4), longer TV films produced by TV Film Center	0

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[1] Classified under two categories.

[2] Same as footnote 1.

[3] The four basic classes of programs are: (1) regularly scheduled county Extension agents' programs, (2) short course programs, both live and filmed, (3) short (4.5 minutes) TV films produced by TV Film Center, and (4) longer (13.5 minutes) TV films produced by TV Film Center.

2. The percent of leaders who gave a high educational rating to each of the four basic classes of the TV educational efforts of the colleges was as follows:

	Percent rating high
Class (1), regularly scheduled county Extension agents' programs (N = 12)[1]	17
Class (2), short course programs (N = 11)[1]	73
Class (3), short TV films produced by TV Film Center (N = 5)[1]	60
Class (4), longer TV films produced by TV Film Center (N = 3)[1]	67

Relating to Three Live and/or Filmed TV Programs

1. The three programs were Farm Management, Sew for Growth, and Dairy Cattle Feeding School. Each of the programs has been a series of more than one lesson with preregistered audiences and has been presented two or more times.

2. Less than half of the leaders had seen any of these programs.

3. Of the nine ratings as to educational effectiveness given the three programs, six were very effective and three were somewhat effective.

Attitude Toward TV as an Educational Medium for Reaching Out-of-School People

Opinion of TV as an Educational Medium

1. Thirteen, or 76 percent of the 17 leaders thought TV was one of the better means for conducting Extension teaching.

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[1] The N's are the number of leaders who considered they were well enough acquainted with the various classes to rate them.

Opinion as to What Should Be Done About TV

1. On the assumption that TV is a rapidly developing educational medium, 12 or 75 percent, of 16 state leaders giving their opinion thought the Extension Service should develop a basic policy for the use of TV.

Suggestions Relating to TV Educational Programs and Audiences

Classes of Suggested Topics

1. Thirteen of the 17 leaders listed suggested topics for TV programs. Fifty topics were listed. The topics were classified as follows:

	Number of topics
General interest topics	31
Home economics topics of interest mainly to housewives	10
4-H topics	8
Agricultural topics of interest mainly to farmers	1
Total	50

Suggested Number of Lessons for Each Topic

1. The state leaders indicated that 74 percent of the 50 topics should be presented in two or more lessons, 16 percent might use either one or two or more lessons, and 10 percent one lesson.

Recommended Preregistration for Topics

1. The state leaders placed less emphasis on preregistration than on two or more lessons for the topics which they suggested. Only 37 percent of the 48 topics on which information was given were recommended for preregistration, although for an additional 19 percent of the topics it was indicated that preregistration might or might not be used.

Rating of Importance of Selected Audiences for TV Educational Programs

1. The six TV audiences which 63 percent or more of the state leaders considered very important were:

    City housewives (88%)

    Farm housewives (88%)

    Suburban housewives (88%)

    People interested in home grounds (88%)

    General public (69%)

    4-H Leaders or potential leaders (63%)

Suggestions Relating to Methods of TV Operations

Relating to TV Film Center

1. Fifteen of the 17 state leaders thought the purposes of the productions of the Center should be teaching off-campus people useful information related to practical problems and providing off-campus people with an acceptable image of the Colleges of Agriculture and Home Economics. Thirteen of the 17 also thought the Center's purpose should be teaching off-campus people an understanding of principles in various subject-matter fields which they could, on their own, apply to practical problems.

2. Ten of the 17 state leaders thought that the general approach for operating the Center should be: the substance (subject matter) of TV films should be programmed by the Extension Service utilizing its specialists with the Center providing technical advice and production facilities. Five of the 17 leaders didn't think they knew enough about the situation to give their opinions.

3. Ten of the 17 state leaders saw no possibility of conflict between live TV productions by agents and subject-matter specialists and the distribution to the various TV stations around the state of films produced by the TV Film Center; five thought there was, or could be some conflict; and two didn't know. Those who thought there was or could be conflict gave as reasons: timing, possible duplication, and lack of cohesive educational series.

4. Improve the quality of programs was mentioned by seven of the 15 leaders who gave responses as to what should be done to meet the situation whereby commercial stations through which the educational TV films of the colleges are presented to the public are providing less and less favorable times for these programs with the result that a smaller and smaller television audience is available. Under the circumstances, consider restricting, at least not expanding, or cease to devote resources to TV dependent on commercial outlets received three mentions. No other response was mentioned more than twice.

Who Should Propose TV Topics

1. The respondents were presented with a list of 11 different individuals, organizational units, or groups of the two colleges (including Extension agents) and asked to choose those which they thought should propose topics for TV programs. Six of the 11 individuals, organizational units, or groups were chosen by from 12 to 14 of the leaders. The four chosen most frequently (13 or 14 times each) were Extension staff of departments, special TV committee representing the twc colleges, Extension agents of the three departments, and Extension state leaders of the three departments.

Criteria for Evaluating a Proposed Topic for Live or Filmed TV Programs

1. All 17 of the state leaders thought it would be helpful if the TV Film Center or TV Extension specialists provided a list of criteria for evaluating proposed topics.

Major Considerations in Planning Live or Filmed TV Programs

1. Fourteen of the 17 state leaders listed major considerations which they would want clearly stated in planning a live or filmed TV program. Each respondent could list as many considerations as he wanted to. Audience was listed 11 times; objectives or purpose, 5 times; principles of good teaching or methods, 5 times; problems, 4 times; and timeliness, 4 times. No other consideration was listed 4 times or more.

Extension Service Cooperation in TV Work Among Counties in Same Viewing Area

1. Eight, or 53 percent of the 15 leaders who reported thought the state leaders' offices of all three departments should provide part or all of the salary of a TV (and radio) person who would be located in the county where the station was but who would plan with the counties in the viewing area the TV program of the counties and administer the same.

Relationship of Specialists and Agents In TV Work

1. A large majority of the 17 state leaders expect specialists to perform four jobs, i.e., suggest timely subject-matter topics, prepare and send out subject matter, prepare with the assistance of TV specialists scripts in his subject matter, and train agents to be teachers in specialists' subject-matter field.
2. Almost all (14) of the 17 state leaders thought that specialists in given subject-matter fields and agents assigned to those fields should meet annually and plan jointly TV programs for various viewing areas at which meetings the agents and specialists would decide among themselves the jobs to be done.
3. Of 11 state leaders who held the above (2) view and reported, seven thought the agents and specialists should bring their plans of work to the meeting and use them as a basis for deciding what subject matter and audiences should be included in TV programs.

Duties of TV Specialists in Department of Extension Teaching and Information

1. The jobs which ten or more of the 16 state leaders who reported thought the TV specialists should do were:

	Number of state leaders who thought should do
1. Keep agents, specialists, state leaders, and administrators informed regarding developments in TV which are relevant to their interests - - - - - - - - - - - -	16

	Number of state leaders who thought should do
2. Serve as contact person with commercial and educational TV stations to keep them informed of the TV educational interests of the Extension Service - - - - -	15
3. Advise agents on preparation of live TV programs - - - - - - - - -	14
4. Assist agents with evaluation of live TV programs - - - - - - - -	14
5. Organize training for county agents in TV techniques - - - - - -	13
6. Organize training for other specialists in TV techniques - - -	12
7. Train county agents in TV techniques - - - - - - - - - - - - -	12
8. Assist with preparation of scripts for live TV programs produced by specialists and/or agents - - - - - - - - - - - - - - -	11
9. Train other specialists in TV techniques - - - - - - - - - - -	10
10. Assist with preparation of visual support materials in connection with agents' live TV programs - - - - - - - - - - - - -	10

Participation in State-wide TV Educational Network

1. Fifteen of the 17 state leaders thought the colleges (including Extension Service) should participate in the proposed state-wide TV educational network if an educational station should be established in Ithaca.

Opinion of the Study

1. Of the 17 leaders, 12 thought the study a good idea, four doubted the wisdom of it, and one gave no opinion.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Seen By State Extension Leaders

The Respondents

Returns and Classifications

Of the 18 state leaders, 17 returned the questionnaire which was sent to them. Three of the 17 leaders were state leaders, five were associate state leaders, eight were assistant state leaders, and one was a 4-H agent-at-large who was performing leader functions.

Of the 17 leaders, all but two hold a professorial rank. Three are full professors; seven, associate professors; and five, assistant professors.

Of the 16 holding state leader appointments, all had been employed by the New York Extension Service nine years or more. The 4-H agent-at-large had been employed for six years.

Ownership of TV Set and Opinion of TV As Now Operated in This Country

All of the 17 leaders have TV sets. Each leader was asked to state what he thought of TV as it now operates in this country. Their views are categorized in the tabulation that follows:

	Number of leaders
Generally poor, only a few good programs. . . .	5
If selection is used, good	3
Generally like it	3
Seldom watch it	2
Some good, some poor programs	2
Know little about it; think there is need for educational programs	1
No comment given	1
Total	17

The state leaders are somewhat divided in their evaluation of TV as it is currently operated in this country. If selectivity is included, perhaps a near majority have a positive view about it.

Awareness and Evaluation of TV Activities Of the Colleges

Relating to the TV Film Center at Cornell

Awareness of the TV Film Center. All of the 17 leaders knew that the two colleges maintain a TV Film Center. Thirteen of the 17 had visited the Center. Eleven of the 17 had seen one or more film productions of the Center, four had not, and two didn't know.

Evaluation of productions. The state leaders indicated that they had seen seven different TV films or series of films produced by the TV Film Center. For the 17 leaders, this resulted in 14 viewings for which the leaders classified the films as to whether it was essentially a teaching film, or essentially a public relations film, or both teaching and public relations film.

The films for four of the 14 viewings were classified by the leaders as essentially teaching, for seven as essentially public relations, and for three both teaching and public relations. Thus, for half of the viewings the leaders' reactions to the films resulted in classifying them as essentially public relations. Three films or series of films were classified by the leaders as essentially public relations only, i.e., 4-H

Spots, Home Economics Careers and Announcement of Agricultural Institute. The films that were classified as essentially teaching only were the Closer Look Series (without specification) and In the Darkest Places (dealing with moths). One film, Food Availability, was classified as both teaching and and public relations. The film, Apples, (Closer Look Series film), was considered by two leaders as both teaching and public relations and by one leader essentially teaching.

Twelve of the 14 viewings received a rating of very worthwhile, one moderately worthwhile and one little value. Each of the seven productions listed by the leaders had at least one leader who considered it very worthwhile.

Relating to Four Basic Classes of TV Educational Efforts of the Colleges

The state leaders were presented with a brief description of four classes of TV programs which have been produced by the colleges (including Extension) in the past. These four classes and the accompanying descriptions follow:

1. Regularly scheduled county Extension agents' programs; usually live; length 10, 15, 20, and 30 minutes; principal personalities (teachers), county agents, with specialists as occasional guests; usually one lesson only but a few series of lessons have been presented; telecast over commercial stations; some of these programs are: "You and Your Family" from Buffalo, "Farm Show" from Buffalo, "Open-House--Homemaking and You" from Binghamton, "Party-Line" from Syracuse.

2. Short course programs; both live and filmed productions; length 30 minutes; principal personalities (teachers), college specialists; five to eight lessons on succeeding days or weeks; preregistered audiences to whom printed material was sent in advance; telecast over commercial stations; program titles: "Sew for Growth," "Farm Management," and "Dairy Cattle Feeding School."

3. Short TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 4.5 minutes; produced with help of college specialists and researchers; narrator a skilled TV personality employed under contract; telecast principally over commercial stations; general title of films: "Closer Look Series," included are films on potatoes, eggs, ham, milk, peaches, etc., with consumer orientation.

4. Longer TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 13.5 minutes; principal personalities (teachers), college specialists and researchers; telecast principally over commercial station; titles of films: "In the Darkest Places" (deals with clothes moths, carpet beetles, and serious pests of woolen goods) and "Aging and Independence" (deals with problems of the aged).

The state leaders were better acquainted with the class (1), regularly scheduled county Extension Agents' programs than any other class (Table 1). Half of them claimed to be very well acquainted with this class of program. Only 29 percent considered they were very well acquainted with class (2), short course programs; only 12 percent with class (3), short TV films produced by TV Film Center; and none were very well acquainted with class (4), longer TV films produced by TV Film Center.

Table 1

Percentage Distribution of State Leaders According To Degree of Acquaintance with Four Classes Of TV Programs of the Colleges

Degree of acquaintance	Class (1) regularly scheduled county Extension Agents' programs (N = 16)[a]	Class (2) short course programs (N = 17)	Class (3) short TV films produced by TV Film Center (N = 17)	Class (4) longer TV films produced by TV Film Center (N = 16)[a]
		Percent		
Very well	50	29	12	-
Somewhat	38	47	41	31
Only what described	12	24	47	69
Total	100	100	100	100

[a] One leader gave no information on this class

Because of inadequate acquaintance with the classes of programs, especially classes 3 and 4, the number of state leaders who rated the four classes as educational efforts was somewhat less than the total number of state leaders who returned a questionnaire. Class (1), regularly scheduled county Extension agents' programs which was the class with which the state leaders were best acquainted was given a high rating by only 17 percent, or 2, of the 12 leaders rating this class of program (Table 2). Seventy-three percent of the 11 leaders who rated class (2), short course programs gave it a high rating. These have been 30 minute programs consisting of two or more lessons and in addition had preregistered audiences to whom printed material was sent in advance. Three of five state leaders rated high, class (3), short TV films produced by TV Film Center, and two of three leaders rated high, class (4), longer TV films produced by TV Film Center.

Table 2

Percentage Distribution of State Leaders According To Educational Rating for Each of Four Classes Of TV Programs of the Colleges

Rating as an educational effort	Class (1) regularly scheduled county Extension agents' programs	Class (2) short course programs	Class (3) short TV films produced by TV Film Center	Class (4) longer TV films produced by TV Film Center
	(N = 12)[a]	(N = 11)[b]	(N = 5)[c]	(N = 3)[d]
		Percent		
High	17	73	60	67
Average	75	27	40	33
Poor	8	--	--	--
Total	100	100	100	100

[a] Five indicated didn't know enough to rate.

[b] Six indicated didn't know enough to rate.

[c] Twelve indicated didn't know enough to rate.

[d] Thirteen indicated didn't know enough to rate and one gave no information.

Relating to Three Live and/or Filmed TV Programs

The New York Extension Service has presented one or more times three major TV programs, i.e., Farm Management, Sew for Growth, and Dairy Cattle Feeding School. Each of these programs was a series of more than one lesson with preregistered audiences and the first two have been presented as both live and filmed productions and the latter as a live program. All three programs have been presented two or more times. The state leaders were asked if they had seen these programs, and if so, to rate them as to their educational effectiveness. The following tabulation gives a summary of their responses:

	Number viewing	Educational effectiveness		
		Very	Some	Little
Farm Management	2	1	1	-
Sew for Growth	6	5	1	-
Dairy Cattle Feeding School	1	-	1	-

The number of leaders seeing these programs is relatively small for all but the Sew for Growth program. This program was viewed by all six of the Home Demonstration State Leaders. One of the two who had seen the Farm Management program considered it very effective; five of the six who saw the Sew for Growth program considered it very effective, and the one who saw the Dairy Cattle Feeding School thought it had some effectiveness.

Attitude Toward TV as an Educational Medium For Reaching Out-of-School People

Opinion of TV as an Educational Medium

While none of the state leaders considered TV the best medium for Extension Teaching, 13, or 76 percent, of the 17 thought it was one of the better means; and four, or 24 percent thought it was about the same as a number of other means.

Opinion as to What Should Be Done About TV

The state leaders were asked, in view of the rapid development of TV as an educational medium, which of four things Extension should do about it. The following tabulation presents the number of leaders according to choices selected:

	Number	Percent
1. Develop a basic policy for its use	12	74
2. Use TV about as it is now doing	2	13
3. Give it little or no attention until more sure of its development	0	0
4. Disagree that TV is developing rapidly as a medium for out-of-school people	2	13
Total	16[1]	100

Clearly a large majority of the state leaders think a basic policy should be developed for the use of TV.

Suggestions Relating to TV Educational Programs and Audiences

Classes of Suggested Topics

Thirteen of the 17 state leaders listed suggested topics for TV programs. Fifty topics were listed. These were classified under four major classes with several subclasses under each. The following tabulation lists the classes and subclasses with numbers of topics and for the four major classes the percent of the total:

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[1] One leader did not answer this question.

Topics	Number of topics	Percent of total
General interest topics		
General information	1	-
Public affairs	3	-
Health and safety (including civil defense)	3	-
Extension story	2	-
Housing	4	-
Property maintenance	2	-
Modern agriculture	1	-
Resource development	2	-
Consumer education	8	-
Financial management	2	-
Child development	3	-
Total	31	62
Home economics topics of interest mainly to housewives		
General home economics	2	-
Interior design	3	-
Nutrition	4	-
Sewing	1	-
Total	10	20
4-H topics		
Selected topics for teaching knowledge or skills	3	-
4-H promotion	3	-
4-H leadership	2	-
Total	8	16
Agricultural topics of interest mainly to farmers		
Farm records	1	-
Total	1	2
Grand total	50	100

General interest topics constitute slightly over three fifths (62%) of the total number of topics listed by the leaders. Home economics topics of interest mainly to housewives made up 20 percent of the total; 4-H topics, 16 percent; and Agricultural topics of interest mainly to farmers, only two percent.

Suggested Number of Lessons for Each Topic

The state leaders indicated that 74 percent of the 50 topics suggested should be presented in two or more lessons, 16 percent might use either one or two or more lessons, and 10 percent one lesson. Of the 19 subclasses of topics, all of the topics in nine of the subclasses were indicated for two or more lessons.

Recommended Preregistration for Topics

The state leaders placed less emphasis on preregistration than on two or more lessons for the topics which they suggested. Only 37 percent of the 48 topics on which information was returned were recommended for preregistration, although for an additional 19 percent of the topics it was indicated that preregistration might or might not be used.

Indication of Audiences for Topics

The classes of possible audiences toward which the various topics would be directed was fairly long (18 classes) but there was considerable overlapping among the classes. Twenty percent of the 50 topics would be directed to homemakers or owners (men and women), 16 percent to the general public, 12 percent to youth or teenagers and 10 percent to couples. The 15 remaining topics were scattered among the other 14 classes of audiences.

Rating of Importance of Selected Audiences For TV Educational Programs

The respondents were presented with a list of 19 possible TV audiences which they were asked to rate as to their degree of importance, i.e., very important, some importance, little importance, no importance. The following tabulation arrays the 19 audiences according to the percent of state leaders who rated them very important:

Audiences	Percent rating very important
City housewives (N=17)	88.0
Farm housewives (N=17)	88.0
Suburban housewives (N=17)	88.0
People interested in home grounds (N=17)	88.0
General public (N=16)	69.0
4-H leaders or potential leaders (N=16)	62.5
Low-income, underprivileged groups (N=17)	47.0
4-H members (N=16)	38.0
Commercial farmers (N=16)	37.5
People interested in conservation, wildlife, hunting and fishing (N=16)	37.5
Government officials, county supervisors, town and city managers (N=17)	29.0
Minority groups - national, racial, etc. (N=15)	27.0
Community and organizational leaders (N=16)	25.0
Managers and employees of agriculturally related businesses (N=16)	19.0
Managers and employees of marketing services, both retail and wholesale (N=16)	19.0
Migrant farm laborers (N=16)	12.5
Nursery operators (N=16)	6.0
Regularly hired men on farms (N=16)	0.0
Specialized agency staffs, as public health nurses, social workers (N=17)	0.0

Four audiences tied for first place in terms of percent of leaders who rated them very important. These were city housewives, farm housewives, suburban housewives, and people interested in home grounds. The emphasis on the housewife is obvious.

Suggestions Relating to Methods of TV Operations

Relating to TV Film Center

Perception of purpose of productions of TV Film Center. The state leaders were presented with four purposes (plus an opportunity to write in other) which the productions of the TV Film Center should have. They could choose as many as they wanted to. The following tabulation summarizes the points-of-view of the 17 state leaders regarding the purposes of the productions of the TV Film Center:[1]

Purposes	Number of leaders
1. Teach off-campus people useful information related to practical problems	15
2. Provide off-campus people with an acceptable image of the Colleges of Agriculture and Home Economics	15
3. Teach off-campus people an understanding of principles in various subject-matter fields, which they can, on their own, apply to practical problems	13
4. Teach such subject matter as history, government, philosophy, public affairs, etc.	3

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[1] Other was excluded from these comparisons of combinations. None of the others listed by the four leaders who added to the list of jobs was listed by more than one leader.

All but two of the state leaders chose teach off-campus people useful information related to practical problems and provide off-campus people with an acceptable image of the Colleges of Agriculture and Home Economics. And all but four would also include the purpose, teach off-campus people an understanding of principles in various subject-matter fields which they can, on their own, apply to practical problems. It is clear from these choices that the state leaders broadly recognize a two-fold function for the TV Film Center, namely, 1) teaching people practical information and principles applicable to practical problems and 2) public relations of the two colleges. Only three of the leaders would be concerned with broad, humanistic matters.[1]

If combinations of choices by the same individuals are considered, the following tabulation gives the results:

	Number of leaders
Purposes 1, 2, and 3	9
Purposes 1 and 2	3
Purposes 1, 2, 3, and 4	2
Purposes 2, 3, and 4	1
Purpose 1	1
Purpose 3	1
Total	17

Over half (9) of the leaders chose purposes 1, 2, and 3 with no other combination in any way approaching this degree of consensus.

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[1] This choice may have been unclear or considered a partial duplication of numbers 1 and 3, and hence it should not be overemphasized.

General approaches for operation of the TV Film Center.

Two general approaches for the operation of the TV Film Center (plus an opportunity to add other) were presented the state leaders with directions to choose one. An opportunity was also given to check don't know. The following tabulation indicates the leaders' choices:

Approaches	Number of leaders
1. Think the substance (subject matter) of TV films should be programmed by the Extension Service utilizing its specialists with the Center providing technical advice and production facilities.	10
2. Think the TV educational functions of the colleges should be turned over completely to the Center with the Center requesting the services of faculty members or paying for help in making its productions[1]	2
3. Don't know enough about situation to make a choice.	5

Ten of the 17 leaders thought the substance of TV films should be programmed by Extension specialists with the TV Film Center providing technical advice and production facilities. Two would turn over the operation entirely to the TV Film Center; but as many as five didn't know the situation well enough to make a choice.

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[1] There may have been some ambiguity regarding this statement. It was intended to limit the concept of "TV educational function of the colleges" to film productions made at the colleges, but the broad statement, "TV educational function of the colleges," could have been interpreted to include live shows put on by the Extension Service in the various counties. Perhaps the general context of the question and the nature of the other choice helped to prevent the possible confusion that may have arisen in the minds of the respondents.

Perception of conflict between live TV programs and TV films. The state leaders were asked to indicate whether or not they saw any possible conflict between live TV productions by agents and subject-matter specialists and the distribution to the various TV stations around the state of films produced by the TV Film Center. Ten of the leaders thought there was no conflict, five thought there was, and two didn't know.

Those who thought there could be a conflict indicated that reasons for the possible conflict might be: timing, possible duplication, and lack of cohesive educational series.

Suggestions given by those who saw possible conflict between distribution of TV films and live TV programs were: TV specialist should establish means for coordination; development of well planned series rather than scattered approaches, and distribution through agents in counties outside of New York City.

Commercial station outlets for TV films. The state leaders were presented with the following description of the outlet situation: Seventeen New York television stations, two of which are educational and 15 commercial, provide outlets for TV educational films produced by the colleges. For the immediate future these are the major available outlets. According to Video News (Extension publication), the situation with respect to available time for Extension programs is stated as follows: "... with the exception of one or two cases, you see a good example of regression in the quality of time that commercial stations now provide for educational telecasts when you study Extension participation in television over the years ...

The total effect is a smaller and smaller television audience."

The leaders were asked in view of this situation what they would conclude the colleges should do regarding a TV educational program. The 15 leaders who answered the question gave the ideas about what might be done which appear in the tabulation below:

	Number of ideas mentioned
Improve programs offered with a variety of specific suggestions	7
Under the circumstances, consider restricting, at least not expanding, or ceasing to devote resources to TV dependent on commercial outlets	3
Continue as doing and get whatever time available	2
Consider connections with educational TV stations or network	2
Develop short informational spots for the general public	2
Have a representative from the colleges contact program directors to get prime time or continue to seek appropriate time for high quality programs	2
Evaluate cause for decline in better time for programs	1
Produce professional films at colleges rather than agent programs	1

The largest number of ideas is related to improvement of productions as one way to deal with the situation. While other ideas were not mentioned so frequently, most of them were fairly positive. Only three of the mentions suggested either a holding action, retreating, or cessation of activity.

Who Should Propose TV Topics

Eleven different individuals, organizational units, or groups of the two colleges (including Extension agents)[1] were listed with an opportunity for the respondents to indicate any one individual, unit or group or combinations which they thought should propose topics or subject matter.[2] Six of the 17 state leaders indicated that all 11 of the individuals, units and groups should make proposals.

Two of the leaders who agreed on the individuals, units or groups who should propose topics or subject matter named six of the 11. The six included staff of TV Film Center, Extension staff of departments, directors or associate directors of Extension, state leaders of Extension, Extension agents, special TV committee representing the two colleges. The remaining nine leaders did not agree on their combinations. Those who named either two or three in their combinations listed these combinations: 1) combinations of three: staff of the TV Film Center, Extension agents of the three departments, a special TV committee representing the two colleges; and Extension staff of the departments, state leaders of the three Extension departments, Extension agents of the three departments; 2) combination of two: staff of TV Film Center, special TV committee representing the two colleges. One leader selected only one, namely, special TV committee representing the two colleges. The shorter combinations would seem to offer a beginning point for consideration of who should make topic or subject-matter proposals for TV programs.

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[1] One group, a special TV committee representing the two colleges does not now exist although there is an advisory committee to the TV Film Center from the two colleges.

[2] See page 30 for list of individuals, units and groups.

The individual, organizational units, and groups arrayed according to number of times chosen by the 17 state leaders follows:

	Number of times chosen
Extension staff of departments	14
Special TV committee representing the two colleges	14
Extension agents of the three departments	13
State leaders of Extension of the three departments	13
Director of Extension or associate directors	12
Staff of TV Film Center	12
Research staff of departments	9
Deans of the two colleges	8
Director of research	8
Teaching staff of departments	8
Director of resident instruction	7

The fact that the first five ranking individuals, units, or groups are Extension personnel indicates that the function of proposing topics for TV is considered by the state leaders as primarily an Extension responsibility. However in addition most of the leaders beleive this to be part of the responsibility of the staff of the TV Film Center.

Criteria for Evaluating a Proposed Topic For Live or Filmed TV Programs

The state leaders were asked if they thought it would be helpful to those wishing to propose topics for TV films or live programs, if the TV Film Center or the TV Extension specialists provided a list of criteria for evaluating proposed topics. All of the 17 state leaders thought this would be helpful.

Major Considerations in Planning a Live Or Filmed TV Program

The respondents were asked to list the major considerations that they would want clearly stated in planning a live or filmed TV program. Twenty different kinds of considerations were listed by the 14 state leaders who answered the question. These twenty considerations are arrayed below according to frequency of mention:

Consideration	Number of times mentioned
Audience	11
Objectives or purpose	5
Principles of good teaching or methods	5
Problems	4
Timeliness	4
Subject matter or content	3
Educational level	2
Evaluation	2
Follow-up	2
Length	2
Promotion	2
Related to Extension program	2
Approach to audience as to what is expected in changed behavior	1

Consideration	Number of times mentioned
Excellent technical quality	1
Financing	1
Information as to additional resources	1
Participants	1
Production[1]	1
Subject-matter people should have a voice	1
Time to prepare with effective teaching aids	1

Audience is the only consideration which almost all of the state leaders listed. Objectives or purpose and principles of good teaching or methods were each mentioned by five leaders. Except for these three classes of considerations, there was little consensus among the leaders. However, if the 20 kinds of considerations listed are examined, the total list provides some basis for the development of guidelines in planning TV programs.

Extension Service Cooperation in TV Work Among Counties in Same Viewing Area

The state leaders were presented with six choices (plus an opportunity to write in an other) regarding how Extension workers in counties partially or entirely in the same viewing area of a TV station should conduct their TV activities. Over half (53 percent) of the 15 state leaders who gave information thought the state leaders' offices of all three departments should provide part or all of the salary of a TV (and radio) person who would be located in the county where the station was, but who would plan with the counties in the viewing area the TV program of the counties and administer the same (Table 3). Four of the eight leaders who favored this approach were

---

[1] It is not clear what this consideration means.

Table 3

Number and Percentage Distribution of State Leaders According to Ways Think Counties Partially or Entirely in the Same TV Viewing Area of a Station Should Conduct Their TV Activities

	State Leaders	
Ways of conducting TV activities	Number	Percent
By each department in each county planning and presenting its own programs, assuming the department can have access to the station.	-	-
By the agents in all three departments in each county joining together to plan and present programs, assuming the county can have access to the station	1	7
By the state leader's office of your department providing part or all of the salary of a TV (and radio) person who would be located in the county where the TV station was but who would plan with the counties in the viewing area the TV program of the counties and administer the same.	1	7
By the state leaders' offices of all three departments providing part or all of the salary of a TV (and radio) person who would be located in the county where the station was but who would plan with the counties in the viewing area the TV program of the counties and administer the same	8	53
By each department in the county in which the TV station is located being responsible for planning and administering the program and inviting corresponding departments from counties in the viewing area to participate as needed.	2	13

Ways of conducting TV activities	State Leaders	
	Number	Percent
By the three departments in the county in which the TV station is located being jointly responsible for planning and administering the program and inviting joint participation as needed from the three departments in counties in the viewing area.	3	20
Total	15[a]	100

---

[a] Two of the 17 leaders gave no information.

from the agricultural department and four from the 4-H department. The next ranking method of conducting TV activities, chosen by three leaders, or 20 percent of the 15, was that the three departments in the county in which the TV station is located should be jointly responsible for planning and administering the program and should invite joint participation as needed from the three departments in other counties in the viewing area. Of the three leaders favoring this procedure two were from the home demonstration and one from the agricultural department.

Relationship of Specialists and Agents in TV Work

Functions of Extension specialists in working with agents on the production of live TV programs. The state leaders were asked to indicate on a list of six jobs (plus an opportunity to write in other) what they thought the Extension specialists should do in working with county agents on live TV programs.

The number of state leaders indicating which jobs (plus other) the specialists should do is presented below:

Jobs specialists should do with county agents	Number of state leaders indicating should do (N = 17)
1. Suggest timely subject-matter topics	16
2. Prepare with the assistance of TV specialists scripts in their subject matter	13
3. Prepare and send out subject matter	12
4. Train agents to be teachers in specialist's subject-matter field	11
5. Serve as the teacher for one lesson	6
6. Serve as the teacher for a series of lessons	5
7. Other (at least one other)	3[1]

According to this tabulation a large majority of the state leaders expect the specialists to perform four jobs, i.e., suggest timely subject-matter topics, prepare and send out subject matter, prepare with the assistance of TV specialists scripts in their subject matter, and train agents to be teachers in specialist's subject-matter field.

Only about one third of the state leaders thought the specialists should teach one lesson and about an equal proportion thought *they should teach a series of lessons*. When the responses were examined in greater detail, it was found that two of the leaders thought *the specialists should teach one-lesson programs only*, one thought *they should teach programs consisting of a series only*, four thought *they should teach both kinds of lessons*.

---

[1] Other jobs were listed by three leaders (one by each). These were: consultant or participant as desired; assist in production of films and taped or live programs or portions thereof; and help agents in preparing for their TV program, including presentation of material.

Four of the state leaders agreed that the combination of jobs that the specialists should perform were jobs 1, 2, 3, and 6 (see tabulation for names of jobs); two agreed that the combination should be jobs 1, 2, 4, 5, and 6; two that the combination should be jobs 1, 2, and 3; and two that the combination should be jobs 1 and 3. None of the seven remaining leaders agreed on their combinations.

Approaches for specialists and agents in planning live TV programs. The state leaders were presented with three possible approaches (plus an opportunity to add *other*) which specialists and agents might follow in planning live TV programs. They were asked to check one of the three or add an *other*. The results of their responses are given in the following tabulation:

	Number	Percent
1. Specialists in given subject-matter fields and agents assigned to those fields meet annually and plan jointly TV programs for various viewing areas at which meetings the agents and specialists would divide among themselves the jobs to be done	14	82

	Number	Percent
2. Specialists select topics and prepare to teach the topics, asking agents in the TV viewing areas to arrange for the teaching with TV stations and to conduct the promotion for the programs	1	6
3. Agents select topics, make general plans for the programs, make arrangements with TV stations, conduct the promotion for the programs, and ask the specialists to do the major teaching job	0	0
4. Other	2	12
Total	17	100

Almost all of the 17 state leaders chose the approach number 1, *specialists in given subject-matter fields and agents assigned to those fields meet annually and plan jointly TV programs for various viewing areas at which meetings the agents and specialists would divide among themselves the jobs to be done*.

The state leaders who chose approach number 1, were asked if they would want the agents and specialists to bring their plans of work to the meeting and use these as the basis for deciding what subject matter and audiences would go into TV programs. Of the 11 who chose the number 1 approach and responded to this question, seven would have the agents and specialists plan TV programs using their plans of work, three thought it would make no difference and one would not expect the agents and specialists to use their plans of work.

Duties of TV Specialists in Department of Extension Teaching and Information

The state leaders were presented with a list of 12 possible jobs (plus an opportunity to write in other) of the TV specialists. They were asked to check the jobs which they thought the TV specialist should do. The tabulation below presents an array of the jobs according to number of state leaders who thought the TV specialists should do them:

Jobs TV specialists should perform	Number of state leaders indicating should do (N = 16)[1]
1. Keep agents, specialists, state leaders, and administrators informed regarding developments in TV which are relevant to their interests.	16
2. Serve as contact person with commercial and educational TV stations to keep them informed of the TV educational interests of the Extension Service.	15
3. Advise agents on preparation of live TV programs.	14
4. Assist agents with evaluation of live TV programs.	14
5. Organize training for county agents in TV techniques.	13
6. Organize training for other specialists in TV techniques.	12
7. Train county agents in TV techniques.	12

---

[1] One state leader gave no information.

Jobs TV specialists should perform	Number of state leaders indicating should do
8. Assist with the preparation of scripts for live TV programs produced by specialists and/or agents.	11
9. Train other specialists in TV techniques.	10
10. Assist with preparation of visual support materials in connection with agents' live TV programs.	10
11. Be responsible for bringing together agents and specialists to plan live TV programs.	5
12. Be responsible for developing the organization of groups of counties for the planning and presentation of live TV programs by the agents in the counties	2
13. Other[1]	4

The two principal jobs of the TV specialists according to the number of state leaders choosing them are keeping the Extension staff informed regarding developments in TV which are relevant to their interests and serving as contact person with commercial and educational TV stations to keep them informed of the TV educational interests of the Extension Service. Following close upon these two are advising agents on preparation of live TV programs and assisting agents with evaluation of live TV programs. Actually all but two of the 12 jobs listed were considered by a majority of the state leaders to be functions the TV specialists should perform. It is noteworthy that less than one third of the leaders thought the TV specialists should be responsible for bringing together agents and specialists to plan live TV programs or be responsible for developing the organization of groups of counties for the planning and presentation of live TV programs by the agents in these counties.

---

[1] Other includes: 1) assist all staff--agents, specialists, and state leaders with evaluation of TV programs; 2) work closely with state leaders in developing training for agents, because training in TV needs to be considered in relation to all other training for agents; 3) assist specialists with evaluation of live TV programs; 4) advise with agents and specialists on preparation of visual materials; 5) Same as 2 in list above except TV specialists should also reflect to the Extension Service the educational needs which TV stations might see.

Of the 16 state leaders reporting all three of those who indicated 10 jobs should be performed by the TV specialists agreed on the combination of the 10 jobs. None of the remaining 13 leaders had an identical combination of jobs indicated.

Participation in State-wide TV Educational Network

The state leaders were asked if as a part of a proposed state-wide TV educational network a TV educational station should be established in Ithaca, would they like to see the Colleges of Agriculture and Home Economics (including the Extension Service) participate in educational programs for the general public over this station. Fifteen of the 17 leaders indicated they would favor this participation and two didn't know.

Opinion of the Study

Of the 17 state leaders, 12 thought the study a good idea, four doubted the wisdom of it, and one gave no information.

The leaders were asked to comment on their reactions to the study. These comments are reproduced below:

1. Comments made by 11 of the 12 respondents who considered the study a good idea:

> Alerts the decision-making group to the viewpoints of the faculty. These viewpoints are thus recognized when a final decision is made.
>
> The involvement of people to produce TV films will be needed. Therefore, it is wise to get their opinions.
>
> Overall point of view from those involved is important.
>
> It draws upon some valuable experiences (including state leaders).
>
> Creates an awareness of the greater possibilities for use of TV as a medium for effectively reaching people of the state with timely and useful information. All staff will be more apt to be ready to think about TV in designing programs.
>
> A good idea at this time when there is reason to believe faculty are not informed of efforts and therefore not supporting it. Too time consuming to do in many situations.
>
> A good idea to get an indication of general feeling, this should be useful as one part of the body of information to be considered in arriving at final decisions. Sectionalism, axes to be ground, relative indifference (which may or may not be evident), lack of knowledge, etc. should be considered. Another question to ask might be related to "what plans, hopes, etc. do you have for TV participation?"
>
> It (study) is not a Bible for action - the subject is worthy of more study in depth.

> Should include "audience" reaction to Extension programs. This might be more accurate.
>
> We need a college policy - this should be helpful.
>
> Few of us are well versed in TV production and use - but we can reflect generally relative to the problem and shed some light on future policies.

2. Comments of the four respondents who doubted the wisdom of the study:

> Seems to me this should be answered by people who watch educational programs and are closer to this than I am. I doubt that I have added anything positive to this study. The questionnaire is far too long for people who know as little about TV as I do.
>
> Based on my ignorance of TV I doubt the value of any of my opinions - they could be misleading.
>
> I answered on the basis of feeling of personal inadequacy to make valid judgments.
>
> It may be of some value. I do not know enough about our TV effort to be of much help.

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Part V
As Related to Commercial TV Stations

Extension Study No. 9

Office of Extension Studies
in cooperation with the
Department of Extension Teaching and Information
New York State Colleges of Agriculture and Home Economics
Contract Colleges of the State University
at Cornell University
Ithaca, New York
September, 1965

AC002197

Author: James E. Lawrence
Extension Television Specialist

PREFACE

The information in this report grew out of work originally undertaken during the author's pursuit of professional improvement in telecommunications at the graduate level. The questionnaire that provided this information was developed as part of an independent study course several months prior to the initiation of the broader study of which the report is a part. The design of the broad study was developed by the Office of Extension Studies which was also responsible for processing the data contained in this report.

Although the information reported here relates especially to the TV Film Center at Cornell, the study also points the way for the colleges to reach their intended audiences through the resources of New York State commercial television stations.

The author is indebted to a number of people for helpful advice and comments in the course of this study. But he especially appreciates the cooperation of the many sincere and dedicated broadcasters who supplied the basic information contained in the report.

The study of which this report is a part has been conducted as a cooperative project between the Office of Extension Studies and the Department of Extension Teaching and Information under the guidance of an advisory committee composed of the following: Arthur Durfee, chairman; Mary Bloetjis, C. H. Freeman, Dana Goodrich, C. R. Harrington, Olaf Larson, Hazel Reed, and W. B. Ward.

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Related to Commercial TV Stations

Introduction

Since the findings of this study of the TV Educational Function of the Colleges of Agriculture and Home Economics will be presented in seven parts with a separately bound report for each part, a common introduction setting forth the problem, the purposes, and methodology of the study is used for each report.

The Problem

The initiation of a study of this kind usually arises out of the awareness of a problem often stated in the form of a question. The stimulating question in this instance came from the Department of Extension Teaching and Information which is responsible for operating the TV Film Center. The question was, "What information is needed to provide long-time financial support for the TV Film Center?" The answer to this question as first conceived by the department was to provide the deans of the Colleges of Agriculture and Home Economics and other appropriate officials with the findings of a study of audience awareness and reception of the TV film productions of the Center.

However, as this approach to answer the department's question of long-time support of the Center was explored, it became clear that while it might provide a temporary answer, such a study would necessarily be limited in scope because of the Center's relatively short span of production. Moreover, while a study of audience reaction to films already produced might provide the basis for continuing support of the Center, the findings of a study of the Center's as yet limited output could lead to misdirected emphasis on the type of films to be produced in the future.

Since the practical matter of obtaining immediate financial support for the TV Film Center was considered imperative, it was accepted as necessary that some investigation of audience awareness and reaction to the Center's productions be made. This investigation, however, was considered the first stage of a comprehensive study that would provide the basis for policy with respect to the off-campus TV educational function of the Colleges of Agriculture and Home Economics. This comprehensive study including the investigation of selected film productions of the TV Film Center was initiated in July, 1963.

Design of the Study

Purposes. (1) To ascertain the viewpoints and experience of the faculties of the Colleges of Agriculture and Home Economics and the Extension Service field staff relative to the off-campus educational functions of the two colleges, with specific reference to the TV Film Center of the colleges and with some preliminary attention to a proposed TV educational network for New York State, for the purpose of developing for the two colleges, including the Extension Service, a long-range TV educational policy and program; (2) To ascertain the opportunities available to the colleges in getting their educational programs used by New York State commercial TV stations; and (3) To ascertain audience awareness of, attitudes to, and learning from selected productions of the TV Film Center. Purpose number 3 has already been realized by studying samples of audiences viewing selected films produced by the TV Film Center and by studying a group of home demonstration members who were exposed under control conditions to selected productions of the Center.[1]

Methodology. To realize purposes 1 and 2, questionnaires were administered to five populations. These populations were: 1) deans and directors of the two colleges, 2) departmental staffs in both colleges, 3) Extension state leaders, 4) Extension agents in all counties, and 5) persons responsible for public service programming at commercial TV stations in the State.

With modifications required by the nature of their jobs, the questionnaires for the first four populations were designed to obtain information that would be related to the determination of policy and program for the TV educational function of the two colleges as this function concerns the off-campus public. An Extension specialist in the Department of Extension Teaching and Information in connection with his graduate work prepared the questionnaire for the fifth population before this study was designed. Because the information sought by his questionnaire was particularly relevant to the present study in that it would provide a body of knowledge about commercial TV outlets which the colleges have utilized in the past and can expect to use in the future, an arrangement was worked out with the specialist to incorporate his proposed study in this one.

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[1] See Audience Evaluation of Films Produced for Television, Communications Research Bulletin 5, John F. Spencer, Frank D. Alexander, and Chester H. Freeman, Department of Extension Teaching and Information, Cornell University Agricultural Experiment Station, in cooperation with the Office of Extension Studies, New York State College of Agriculture, a Contract College of the State University, at Cornell University, Ithaca, New York, August, 1964.

The seven reports which constitute this study of the TV Educational Function of the Colleges of Agriculture and Home Economics are: Part I, As Seen by the Faculty; Part II, As Seen by Extension Agents; Part III, As Seen by College Administrators; Part IV, As Seen by State Extension Leaders; Part V, As Related to Commercial TV Stations; Part VI, As Implemented by Grouping Counties for Participation in Educational Television; and Part VII, Summary of Findings and Implications. This report is Part V, As Related to Commercial TV Stations.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Related To Commercial TV Stations

Background and Method

This report is primarily concerned with ways and means of gaining public service time for educational programs--such as those of the Colleges of Agriculture and Home Economics--through the facilities of New York State commercial television stations. Except for extremely rare instances, public service time presently provides the only means for an educational institution to reach the more than 5,200,000 New York State TV homes available to commercial stations.

The purpose of the report is to provide information that may be useful in filling the void that exists for specific details regarding the utilization of public service television time, especially as these details concern the effective functioning of the TV Film Center. It was designed to determine the best and most effective routes to programming educational material during the time segments commercial stations devote to public service broadcasting. From this standpoint, it is the intention of the study to point out how the colleges might gain maximum effectiveness from New York State's television resource.

The route to obtaining segments of public service television time from commercial TV stations is not always a clear-cut, straight-line course. As those who undertake to obtain free television time so that this major communicative outlet may serve their public service objectives have discovered, the target is not an easy mark.

Specific literature pertaining to the utilization of public service television time from the commercial station's standpoint is meager. This may account for the numerous myths, legends, and other false beliefs among educational groups and public agencies that have given rise to the various conflicting modus operandi for dealing with television stations. Except for two publications--one a leaflet, the other a book--the literature in this area is practically non-existent. Few practitioners, it seems, are willing to give away trade secrets.

The leaflet, written by the National Association of Broadcasters and reflecting the industry's viewpoint, is quick to point out the ground rules for obtaining public service time:

> Broadcasting is under no obligation to grant time to any specific group. There is no law which says a station must devote a fixed amount of time to community organizations.[1]

The book, although an attempt to be a broad survey of public service broadcasting, admits that success in securing time for public service programs is often a matter of trial and error:

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[1] National Association of Broadcasters. "If You Want Air Time." (Washington, 1961), p. 1.

> There is, of course, no 'sure-fire' way to get television time for public service organizations. No single method or approach can be useful in all situations, particularly because so many variables are present.[1]

This study was designed to examine some of these variables. It was undertaken with the hope of reinforcing a cardinal rule of successful salesmanship, and thus assist public institutions to enjoy ready access to public service television time. This is the rule that states, "Give the customer what he wants." In this case, the customer is the commercial television station.

The data for the examination of these variables were obtained through a survey begun in 1963 but completed largely from mid-1964 to mid-1965 of New York State's commercial television stations. The intended sample was the "universe" consisting of the state's 25 commercial stations. Data were obtained from 23 of the 25 stations (Appendix A).

The Elmira station, WSYE-TV, a UHF (ultra high frequency) operation, was purposely left out of the sample. This facility televises programs essentially as an extension (called an "operating satellite") of Syracuse's WSYR-TV. As such, WSYE-TV reflects the same public service policies and activities that govern WSYR-TV. So the omission of WSYE-TV from the sample is not considered significant.

On the other hand, a major New York City station declined the request to participate in the study with the statement that, "We make a policy of not completing such questionnaires as it would take a full time staff to handle the number of requests we receive."

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[1] A. William Bluem, John F. Cox, and Gene McPherson, Television in the Public Interest (New York: Hasting House, Publishers, 1961), p. 61.

An attempt was made to conduct the study through the individual whose major responsibility at each station is to plan, schedule, and determine the kind and amount of public service material that is televised. The questionnaire used to gather the information was presented to these individuals during personal visits--preceded by a letter or a telephone call for an appointment--to the stations. In the majority of cases, the person interviewed completed the questionnaire on-the-spot. Others reviewed the questions in person, but requested more time to furnish answers. All of these were returned by mail in a relatively short period.

In general, the questions which were asked station personnel responsible for public service operations were designed to obtain facts about the television station's broadcasting requirements as they relate to the acceptance of public service material from outside sources (Appendix B). The objective behind this approach was to find out not so much what a station wants in terms of specific subject matter, but more what it wants in terms of the form of the material presented and how the presentation should be made.

In the final analysis, it is hoped that this effort will provide the New York State Colleges of Agriculture and Home

Economics with clues and guidelines to follow in utilizing the public service time available through commercial stations. By knowing how to professionally present educational material and thereby successfully meet the standards of the various stations, a considerable television resource should be within easy reach of these institutions.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Related To Commercial TV Stations

Summary of Findings

The Respondents

1. Individuals responsible for public service broadcasting at 23 of New York State's 25 commercial television stations completed questionnaires for this study.
2. Nearly half (10) of these individuals were titled "program director." Twelve other titles were encountered for those responsible for public service broadcasting.

Delegation of Public Service Broadcasting Duties

1. At approximately half of the 23 commercial television stations, it is the program director who (a) decides what public service material will be used, (b) schedules the material and determines its frequency, (c) receives public service spot announcements, and (d) receives public service motion picture features.

Agricultural Broadcasting

Farm Director

1. Four of the 23 stations employ a farm director.
2. Of the 19 respondents who indicated that their stations do not employ a farm director, 10 reported

that a staff member in another capacity is responsible for providing some type of farm broadcasting.

Farm Programming

1. Network farm features when available, wire service farm news, and local farm news were among the most frequently mentioned types of farm programming conducted by 21 stations. Two stations indicated they did not carry any farm programming.

Women's Programming

Women's Director

1. Five of the 23 stations employ a director of women's programs.
2. Of the 18 respondents who indicated that their stations do not employ a director of women's programs, five reported that a staff member in another capacity is responsible for providing some type of local programming directed to women viewers.

Program Effectiveness

Outlet Opportunities

1. Public service spot announcements were the most frequently mentioned item (42.4% of the 52 replies given by 23 respondents) providing the best outlets on commercial television stations for public service material from educational institutions and public agencies.

2. Also mentioned in order of importance after public service spot announcements were (a) interviews with station personalities, (b) motion picture films, (c) news coverage, and (d) special shows.

Gaining Effectiveness

1. Respondents rated knowledge of the individual station and its particular requirements (57.1% of 56 suggestions given by the 23 respondents) as the leading suggestion to educational institutions and public agencies in gaining the greatest effectiveness from their efforts to present public service material to commercial television stations.

Common Mistakes

1. Respondents (23) rated the submission of material that is incomplete for direct use on television as the most frequently encountered mistake (50.7% of 67) of educational institutions and public agencies attempting to gain access to a station's television resources.

Station Relations

Organization's Representation

1. All respondents reported that their stations prefer to work through a single representative of the educational institution or agency seeking public service time rather than through several representatives at different levels of the organization.

National vs Local

1. Sixty-five percent of the 23 respondents reported they preferred receiving public service material that is national in scope from a state or local representative of the organization; 35 percent preferred receiving the material directly from national headquarters.

Priority of Types of Material

1. Local or regional material of direct interest to the station's viewing audience was rated by respondents (N=23) as the most desirable type of public service information.

Placing Films

1. Rated by respondents (N=23) as the most preferred method of bringing educational films to the attention of commercial television stations was: Send a brochure or folder describing the film and a personal letter to the public service director along with a request form for the film.

Live-Film-Tape

1. Nineteen of 20 respondents chose film, one live performances, and none video tape as the preferred form for submitting public service material to commercial television stations.

Determining Use of Material

1. The most frequently mentioned (11 of 23) station policy regarding an institution or agency's request for information about how, where, or when the organization's public service material was used on television was: Such information may be made available occasionally, but it is difficult (costly and time-consuming) to provide regularly.

Film Features

1. From the standpoint of ease of scheduling by the station, receiving single public service film features from time to time but also an occasional series of films was the most frequently (8 of 23) mentioned arrangement.

Technical Aspects

Program Length

1. Nineteen of the 23 respondents rated the half hour time segment over the (a) quarter hour and (b) one hour as the preferred length for public service material on film or video tape.

Exact Program Length

1. Average exact times in minutes and seconds for various program lengths preferred by respondents (N=23) for public service films and tapes were: (a) quarter hour--13 minutes, 30 seconds, (b) half hour--28 minutes, 30 seconds, and (c) one hour--58 minutes, 30 seconds.

2. All respondents reported that exceptions would be made to the above preferred lengths. These exceptions varied, on the average, from one minute shorter for the quarter hour programs and 30 seconds shorter for the half hour and one hour programs to one minute longer for all categories than the exact times preferred.

Disposition of Material

1. From the standpoint of an institution gaining maximum use of its public service material by television stations, the 23 respondents suggested:
    1) Public service spot announcements on film or tape be given to the station without any obligation to return.
    2) Program length films and tapes be requested returned once they have been aired.
    3) Non-program length films and tapes be given to the station with the understanding the material will be returned when convenient.

Non-Program Length Material

1. Nineteen of the 23 respondents reported that their stations accept non-program length public service material.
2. Eighteen respondents indicated they prefer program length public service material over non-program lengths; two respondents preferred non-program length, and three respondents reported the length has no bearing on the use of the material.

3. Of the 19 respondents who reported that their stations accept and use non-program length public service films, the majority (13) preferred that the length of the material be from three to five minutes.
4. A majority (12) of the 19 respondents whose stations accept non-program length films reported the material is used for standby purposes, to be used whenever needed.

Visual Aids

1. All respondents (23) reported that their stations accept public service material in the form of 16mm motion picture film and 35mm slides.
2. Eight of the 23 respondents reported that their stations accept material in the form of still pictures and title cards.
3. All respondents (23) reported that their stations will not accept public service material in the form of filmstrips, overhead projected transparencies, or opaque projections.

Trends in Programming

Elements Now a Part of the Station's Program Schedule

1. Of the 14 program elements presented to respondents from a list suggested by the Federal Communications Commission, all were rather evenly distributed

within the program schedules of the station surveyed.[1]

Elements Being Given Increased Emphasis

1. All respondents reported that all 14 suggested program elements are being given increased emphasis in one form or another.
2. Elements mentioned most frequently as being given increased emphasis included (a) news programs, (b) public affairs programs, (c) educational programs, and (d) opportunity for local self-expression.

Elements That Might Be Given More Emphasis

1. The category of agricultural programs was mentioned most frequently as the programming area that respondents would like to give more public service time if suitable material could be made available.

Elements Offering the Greatest Opportunity

1. The category of religious programs was mentioned most frequently as the programming area presently providing the greatest opportunity for contributing public public service material to television. This was followed by agricultural programs, public affairs programs, and educational programs.

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[1] These 14 program elements were: 1) Opportunity for local self-expression 2) The development and use of local talent 3) Programs for children 4) Religious programs 5) Educational programs 6) Public affairs programs 7) Editorialization by licensees 8) Political broadcasts 9) Agricultural programs 10) News programs 11) Weather and market reports 12) Sports programs 13) Service to minority groups 14) Entertainment programming

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Related To Commercial TV Stations

The Respondents

Questionnaires were obtained from individuals who were designated by the managers as the person most responsible for over-all public service broadcasting operations at 23 of New York State's 25 commercial television stations. Involved were 13 different titles with essentially the same responsibilities at different stations. The breakdown was as follows:

Title	Number of individuals with this title
Program Director	10
Manager, Public Affairs	2
Executive Program Director	1
Assistant Program Director	1
Director of Advertising and Promotion	1
Director of Sustaining Services	1
Director of Community Affairs	1
Director of Community Service	1
Public Service Director	1
Public Affairs Producer	1
Public Affairs Administrator	1
Assistant General Manager	1
Operations Director	1
	23

Delegation of Public Service Broadcasting Duties

Although the persons interviewed were generally responsible for public service broadcasting, an attempt was made to determine the delegation of this responsibility. Respondents were asked: (1) who decides what public service material in general is used,

(2) who actually schedules the material and determines its frequency, duration, and the specific time segment it will fill, (3) who should receive public service spot announcements, and (4) who should receive public service motion picture features.

Who Decides

The program director or a person in a similar capacity was mentioned by 12 of the 23 respondents as the person who decides what public service material is used on television. Persons with a "public affairs" title were mentioned in four instances. Those receiving one mention each were: program production manager, operations director, traffic director, public service director, director of community affairs, director of community service, and director of local news.

Who Schedules

Program director received 11 mentions; public affairs manager or director, three; traffic manager or director, two; and director of community affairs, director of community service, promotion writer, director of sustaining services, operations director, public service director and schedule supervisor, one each.

Who Receives Spots

Program director or manager was mentioned by 10 of the 23 respondents; public affairs manager or director by four; and supervisor of film procurement, director of community affairs, director of community service, director of sustaining services, operations director, promotion manager, traffic director, public service director and schedule supervisor, one each.

Who Receives Films

Program Director or manager received 11 mentions; public affairs manager or director, three; operations director, two; and supervisor of film procurement, director of films, film department head, director of sustaining services, traffic director, public service director and schedule supervisor, one each.

Agricultural Broadcasting

Farm Director

When asked if the station employs a television farm director, four of the 23 respondents reported that such a person is a full-time staff member.

Of the 19 who indicated that their stations do not employ such a person, 10 reported that a staff member in another capacity is responsible for providing some type of farm broadcasting. Program director was mentioned four times as the person who handles this job; news director, two times; and one time each for radio farm director, commercial manager, operations director, and director of women's programs.

Farm Programming

Two of the 23 respondents indicated that their stations carry no farm programming whatsoever. Types of farm programming which the 21 other respondents reported their stations carry were:

Types of programs	Number of respondents reporting
1. Network farm features when available	17
2. Wire service farm news	16
3. Local farm news	14
4. Local public service show incorporating agricultural material	13
5. A regularly scheduled farm show	12
6. Local or regional farm market reports	11
7. Program length, regularly scheduled local farm show (sustaining)	11
8. An occasional locally-produced farm feature	7
9. A regular farm feature as part of a local personality show	3
10. Program length, regularly scheduled local farm show (sponsored)	2

Women's Programming

Women's Director

Five of the 23 respondents reported that their stations employ a director of women's programs on a full-time basis.

Of the 18 who indicated that their stations do not employ such a person, five reported that someone in another capacity is responsible for providing some type of local programming directed to women viewers. In two of these cases, the person named was the program director, in the other three cases they were persons who conduct local personality shows. In all five cases they were men.

Program Effectiveness

Outlet Opportunities

Sixty-one replies were given when the 23 respondents were asked to list the opportunities for outlets (types of programs) that exist at their stations for public service material. Nine of the replies were not useable, leaving a list of 52. These answers were generally confined to five major categories. On a percentage basis, tabulated from a frequency of occurrence, these groupings were:

Opportunities for outlets (types of programs)	Percent (N = 52)
1. Spot announcements	42.4
2. Interviews with station personalities	21.1
3. Motion picture films	15.4
4. News coverage	15.4
5. Special shows	5.7
	100.0

Gaining Effectiveness

Respondents were asked to offer suggestions that would be particularly helpful to educational institutions and agencies in gaining the greatest effectiveness from their efforts to present public service material to commercial television stations. Fifty-six suggestions were offered by the 23 respondents. Although this advice varied in specific terms, individual items were generally grouped into four categories. On a frequency of occurrence basis, suggestions were:

Suggestion	Percent (N = 56)
1. Know the station and its particular requirements	57.1
2. Be thoroughly professional in dealings with TV stations	21.4
3. Provide station with complete facts about material to be televised	14.3
4. Allow sufficient time to plan and program material and honor all deadlines	7.2
	100.0

Common Mistakes

On the assumption that public service time may be gained by avoiding the common mistakes that impede acceptance of material, all respondents were asked to list the more outstanding errors institutions and agencies make in attempting to gain access to a station's television resources. Sixty-seven items were mentioned by the 23 respondents. These fit into four general categories, which, tabulated on a frequency of occurrence basis by percent, were:

Mistakes	Percent (N = 67)
1. Submitting material that is incomplete for direct use on television	50.7
2. Unfamiliar with basic needs, requirements, and technical workings of the medium	26.8
3. Failure to understand how to deal with stations on a good public relations basis	13.5
4. Station not given enough advance notice to program material in time to do the most good	9.0
	100.0

Station Relations

Organization's Representation

All of the respondents indicated that their stations would prefer to work through a single representative of the educational institution or agency seeking public service time rather than through several representatives at different levels of the organization.

National vs. Local

Where public service information is national in scope (such as National 4-H Club Week, Fire Prevention Week, etc.), material may come from either national or local sources. Sixty-five percent of the 23 respondents reported that they would like to receive national material from a state or local representative so he can determine or explain its suitability or applicability to the area or region in which the station is located.

On the other hand, thirty-five percent of the respondents indicated that they would prefer receiving such material directly from the national headquarters without the delay of having it go through the hands of local representatives and having to deal with local representatives of the organization.

Priority of Types of Material

The type of public service material, whether local or national, was considered by all respondents. Five categories were presented, with the request that the list be ranked in order of preference. The category receiving the lowest score was considered to be the most preferred. The results of this ranking were:[1]

Type of material	Total score on basis of ranking
1. Local or regional material of direct interest to the station's viewing audience	22
2. National material that has been localized to apply specifically to the interests of the station's viewing audience	48
3. National material that directly affects the station's viewing audience	57
4. Local or regional material of indirect interest to the station's viewing audience	63
5. National material that indirectly affects the interests and welfare of the station's viewing audience	87

Placing Films

Bringing educational films to the attention of the station is the first step toward their use on television. The 23 respondents were asked to indicate the best procedure for getting recognition for feature films of program length (15 minutes, 30 minutes, etc.). A list of seven possible precedures was used to determine the most preferred methods. In the following tabulation these procedures are ranked in order of number of respondents indicating each procedure as best:

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[1] The scores which appear in the tabulation are the sums of all the ranks for each type of material.

Rank	Method
1	Send a brochure or folder describing the film and a personal letter to the public service director along with a request form for the film
2.	Send a brochure or folder and a personal letter to the station along with a request form
3	Make an appointment with the public service director and offer to personally screen the film with him at the station
4.	Send the station a brochure or folder and a request form
5	Send the film directly to the public service director with a brochure and/or a letter of explanation
6	Send the film directly to the public service director without any explanation
7	Send the film directly to the station without any explanation

Live-Film-Tape

The form of public service material submitted to television stations was considered by all respondents. They were asked, with quality being considered comparable, to rank in order of preference the form in which program length public service material should be presented for telecasts. The choice was among (1) live performances, (2) motion picture film, and (3) video taped programs. Since only a few of the respondents gave more than a first choice, only the distribution of these choices is presented. Nineteen chose motion picture films, one live performances, and none video taped programs. Three of the respondents gave answers that were noncommittal.

Determining Use of Material

The question of how an institution or agency's public service material is used on television is one that encompasses important elements of public relations. Hence, respondents were asked about handling requests for information concerning the station's use (time, frequency, size of audience, etc.) of this material. Six categories were outlined to determine respondents' policies. The results were as follows:

Station policy	Number of respondents reporting
1. Such information may be made available occasionally, but it is difficult (costly and time-consuming) to provide regularly	11
2. Such information is readily available and it will be given on request	8
3. Will try to furnish such information if request is not made for everything the station uses from the organization	3
4. It is not the station's policy to give out such information	1
5. Such information is not readily available	0
6. Other	0
Total	23

Film Features

The manner in which television stations prefer to receive public service film features should have a bearing on the production, placement, and distribution of this material. Assuming that certain types of public service film features are desired and welcomed by station managers, respondents were asked to indicate, from the standpoint of ease of scheduling, their preferences concerning single features and a series of films. Six categories were presented for their choices, with the following results:

Type of film features	Number of respondents reporting
1. Receiving single features from time to time but also an occasional series of films, such as a special course or a series of public information programs	8
2. Receiving single features from time to time	7
3. Receiving single features on a regularly scheduled basis	3
4. Receiving both single features and special series on a regularly scheduled basis	3
5. Receiving only special series from time to time	2
6. Other	0
Total	23

Technical Aspects

Program Length

An initial concern of an educational institution or public agency contemplating the production of public service films or video tapes for television should be the program length the station prefers. Respondents were asked to give their program length preferences among the following categories: (1) quarter hour; (2) half hour; (3) one hour, and (4) other.

Nineteen respondents (82%) reported the half hour time segment as their station's No. 1 preference. Four respondents (18%) indicated the quarter hour segment to be their preference for public service films or video tapes.

Exact Program Length

The 23 respondents were also asked to indicate what they preferred in exact minutes and seconds of public service films and tapes. Their replies have been condensed and averaged to produce the following summary:

Time Segment	Exact Minutes and Seconds
Quarter hour	13:30
Half hour	28:30
One hour	58:30

However, all respondents reported that their stations would probably make exceptions to the above standards, indicating that it might not always be possible to adhere to precise time periods. In such cases, the following average variations were suggested:

Time Segment	From Mins. and Secs.	To Mins. and Secs.
Quarter hour	12:30	14:30
Half hour	28:00	29:30
One hour	58:00	59:30

Disposition of Material

Theoretically, when a television station accepts an institution's public service material there should be no strings attached--on either end. The station should be free to program the film or video tape when it is ready to do so and as often as it wishes. Hopefully, from the institution's standpoint, the material will be so good that the station will use it immediately, will want to use it often, and will return it once it is no longer suitable or dispose of it when its quality (picture, voice, etc.), begins to deteriorate through wear.

Assuming that the disposition of public service material has a bearing on the use a television station might make of an institution's offerings, respondents were asked to indicate their policy in this area. They were requested to give this policy from the standpoint of an institution gaining maximum use from the station's facilities. Three types of material were considered: (1) motion picture film or video taped public service spot announcements, (2) program length feature films or video tapes, and (3) less than program length films or video tapes. The results were as follows:

	Number of respondents reporting		
Policy	Film/ tape spots	Program length film/tapes	Less than program length film/tapes
Give material to station for keeps	19	2	6
Give material to station with understanding it will be returned when convenient	1	9	10
Request material be returned once it has been aired	1	11	7
It doesn't make any difference	2	1	0
Other	0	0	0
Total	23	23	23

Non-program Length Material

Television stations, following traditions adopted from radio, tend to broadcast feature material in prescribed program lengths, such as 15- and 30-minute segments. It is possible, however, that opportunities may exist in television for public service material of non-program lengths, that is, they do not conform to so-called established time periods. This might be material of a feature nature, that is, longer than the usual one-minute public service spot announcement but shorter than the traditional segments normally associated with broadcast time intervals.

Acceptance. Consequently, respondents were asked if their stations accept filmed public service features that do not fit program length time segments. Nineteen respondents indicated their stations do accept non-program length material; four do not.

Program length vs. non-program length. Respondents were asked to indicate their preference regarding a choice between program length film features and films that are not program length. Eighteen preferred program length films; two preferred non-program length, and three respondents said the length does not matter as far as use of material is concerned.

Length of non-program length. The 19 respondents who reported their stations use non-program length public service material were asked to indicate the length they prefer in non-program length film features. Results were as follows:

Length of program	Number of respondents reporting
Under 3 minutes	0
3 to 5 minutes	13
5 to 10 minutes	4
10 to 20 minutes	2
Other	0
Total	19

Use of non-program length material. How the 19 stations that accept non-program length public service films use this material was considered by the respondents. The results were as follows:

Use of non-program length material	Number of respondents reporting
As standby material, to be used whenever needed	12
To add visual interest to station's personality-type shows	3
To "pad out" feature films that do not run full program length	2
To "pad out" network spot news or sport events that do not run full program length	2
Total	19

Visual Aids

Questions regarding six general categories of visual aids suitable for public service television productions were asked of the 23 respondents. These categories were as follows:

1. Motion picture films
2. Filmstrips
3. Slides
4. Overhead projected transparencies
5. Opaque projected material
6. Still pictures and title cards

These categories were divided into nearly 45 sub-categories (See Appendix B), allowing respondents to indicate the specific form of a visual their stations would allow or accept in terms of public service material.

Motion picture films. All respondents reported that their stations accept public service material in this form. All would accept 16mm film with an optical sound track. None would allow 35mm or 8mm motion picture film.

Filmstrips. All respondents indicated that their stations would not accept public service material in the form of filmstrips.

Slides. Public service material only in the form of 35mm slides would be accepted by all respondents. None would accept 3¼x4-inch lantern or Polaroid slides or 4x5-inch glass slides. All reported they would use a typewritten public service message with the 35mm slides. Fifteen respondents said the message, if professionally prepared, could be sent on a recording tape. Of this number, three respondents would use only a spooled recording tape, 12 would use either a spooled or a cartridge tape. All indicated that 7½ inches per second is the most desirable recording speed.

Overhead projected transparencies. All respondents reported that their stations would not accept public service material in the form of overhead projected transparencies.

Opaque projected material. All respondents reported that their stations would not accept public service material in the form of opaque projected material.

Still pictures and title cards. Eight of the 23 respondents reported that their stations would accept public service material in the form of an 8x10-inch or 11x14-inch still picture or title card with a typewritten message. Of this number, five respondents indicated the message could be sent on a recording tape. Two of the five respondents would use a spooled tape, the other three would use either a spooled or a cartridge tape.

Trends in Programming

An attempt was made to determine what trends and changes, if any, are taking place in the type of programs being broadcast by New York State commercial television stations as a means of finding out if specific opportunities exist for local public service telecasts.

The basis for this determination was the programming guidelines incorporated in the 14 elements suggested by the Federal Communications Commission in its 1960 "Report and Statement of Policy."[1]

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[1] Federal Communications Commission. "Report and Statement of Policy Re: Commission En Banc Programming Inquiry," July 29, 1960, (mimeograph), p. 15.

These elements are as follows:

1. Opportunities for local self-expression
2. The development and use of local talent
3. Programs for children
4. Religious programs
5. Educational programs
6. Public affairs programs
7. Editorialization by licensees
8. Political broadcasts
9. Agricultural programs
10. News programs
11. Weather and market reports
12. Sports programs
13. Service to minority groups
14. Entertainment programming

Appendix B shows how this question was presented to the respondents (see pages 54 and 55). Their answers may be summarized as follows:

Elements Now a Part of the Station's Program Schedule

In general, all respondents listed the 14 elements as part of their stations' programming schedule. Hence these elements were rather evenly distributed for all stations.

Elements Being Given Increased Emphasis

All respondents reported that all elements are being given increased emphasis in one form or another. However, those elements mentioned most frequently included "news programs," as the leading element, followed by "public affairs programs," "educational programs," and "opportunity for local self-expression."

Elements That Might Be Given More Emphasis

The category of "agricultural programs" was mentioned most frequently as the programming area that respondents would like to give more public service time if suitable material could be made available. This was followed by "educational programs," "religious programs," and "public affairs programs."

Elements Offering the Greatest Opportunity

The areas of religion, agriculture, public affairs and education were mentioned by respondents as those presently providing the greatest opportunity for contributing public service material to television. Ranking highest in the number of times mentioned was the category of "religious programs." This was followed by "agricultural programs," "public affairs programs," and "educational programs."

From an analysis standpoint, certain other observations may be made from the information respondents furnished regarding the area of television programming:

1. Although respondents indicated that news programs are presently being given increased emphasis as an area of programming, they also reported that news shows are of relatively minor importance as far as this element being related to material contributed by outside sources. Also, respondents reported that news shows are not regarded as being among the leading opportunities for public institutions and agencies to avail themselves of television's public service time.
2. Also, public affairs, educational, and opportunities for local self-expression are among the leading elements--after news programs--to which respondents reported their stations are giving increased emphasis in their programming schedule. Of these three elements, educational and public affairs rank among the most frequently mentioned as areas where outside resources might be helpful to the station. Local self-expression is one of the least mentioned, but it may be assumed that

opportunities for local self-expression would normally be incorporated into the educational and public affairs resources public institutions and agencies provide television stations.

3. Agricultural programs were far and away the leading element mentioned by respondents as a programming area that might receive additional television exposure if outside material were available from institutions and agencies. On the other hand, agriculture was not mentioned as frequently as other elements as an area now being given increased emphasis by commercial television stations. But this element was among the leaders of those elements that respondents reported provide the greatest opportunity for outside contributions of program material. In effect, it would appear that although commercial television stations are not attempting to put more emphasis on agricultural programs, material furnished them in this area would be welcomed and used considerably more than at present for public service broadcasting.

APPENDICES

Appendix A

NEW YORK STATE COMMERCIAL TELEVISION STATIONS SURVEYED FOR THIS STUDY

Buffalo
- WBEN-TV
- WKBW-TV
- WGR-TV

Rochester
- WHEC-TV
- WROC-TV
- WOKR

Syracuse
- WSYR-TV
- WHEN-TV
- WNYS-TV

Utica
- WKTV

Albany
- W-TEN
- WAST

Watertown
- WWNY-TV

Plattsburgh
- WPTZ

Schenectady
- WRGB

Binghamton
- WNBF-TV
- WINR-TV
- WBJA-TV

New York City
- WABC-TV
- WCBS-TV
- WNBC-TV
- WNEW-TV
- WOR-TV

Appendix B

Station ____________

Date ______________

TELEVISION PUBLIC SERVICE INFORMATION SURVEY

1. Name(s) of person(s) interviewed ______________________

   ____

2. Title(s) ______________________________________

   ____

3. Station: Call letters ____________ Channel __________

4. Studio location ______________________________

5. Transmitter location ___________________________

6. Mailing Address ______________________________

   ____

7. Network affiliation(s): Basic __________ Others _______

8. Station telephone number _______________________

9. Station sign on time ____________Sign off __________

10. Who decides what public service material in general is used on your station?

    Name ______________________ Title _________________

11. Who actually schedules your station's public service material and determines its frequency, duration, and the specific time segments it will fill?

    Name ______________________ Title _________________

12. To whom at your station should all public service spot announcement material be sent?

    Name ______________________ Title _________________

13. To whom should public service motion picture features of program length be sent?

Name ____________________ Title ____________________

14. Does your station employ a television farm director:

YES NO

15. If the answer is YES to Question 14, who is this person?

Name ____________________ Title ____________________

16. If your station does not employ a television farm director named as such, is there someone at your station responsible for providing some type of farm or agricultural broadcasting?

YES NO

17. If the answer is YES to Question 16, who is the person?

Name ____________________ Title ____________________

18. What types of farm broadcasting does your station provide?

_____Wire service farm news

_____Local farm news

_____Network farm features when available

_____A regularly scheduled farm show

_____Local or regional farm market reports

_____Program length, regularly scheduled local farm show (sustaining)

_____Program length, regularly scheduled local farm show (sponsored)

_____A regular farm feature as part of a local personality show

_____An occasional locally-produced farm feature

_____Local public service show incorporating agricultural material

19. Does your station employ a director of women's programs?

YES NO

20. If the answer is YES to Question 19, who is this person?

Name ____________________ Title ______________________

21. If the answer is NO to Question 19, is there someone at your station responsible for providing local programming directed to women viewers?

YES NO

22. If the answer is YES to Question 21, who is this person?

Name ____________________ Title ______________________

23. What do you consider the various opportunities that exist at your station as outlets for public service material?

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

24. Concerning public service material submitted to you by outside institutions, groups, and agencies, what suggestions would you offer that would be particularly helpful to these sources for assuring the greatest effectiveness from their efforts?

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

25. What are the most common mistakes you encounter concerning outside groups submitting public service material to your station?

1. ______
2. ______
3. ______
4. ______
5. ______
6. ______
7. ______
8. ______
9. ______
10. ______

26. In working with a public service institution, group, or agency, which of the following helps expedite your job and provides the organization with the most effective use of your station's assistance in gaining television time?

_____Prefer to work through a single representative of the organization

_____Prefer to work through several representatives at different levels of the organization

_____It really doesn't matter

27. In gaining public service time for educational and informational programs that may be national in scope, such as special events or certain agricultural programs, which do you prefer as far as assisting the organization obtain good television coverage?

_____To receive all material directly from the national headquarters without the delay of having it go through the hands of local representatives and having to deal with the local representatives

_____To receive the material from a state or local representative so he can determine or explain its suitability or applicability to the area or region in which the station is located

_____It really doesn't matter

28. In deciding on the type of public service material used on your station, how do you rank the following in terms of priority?

_____National material that indirectly affects the interest and welfare of the station's viewing audience

_____National material that directly affects the station's viewing audience

_____National material that has been localized to apply specifically to the interests of the viewing audience

_____Local or regional material of indirect interest to the viewing audience

_____Local or regional material of direct interest to the viewing audience

_____Other_______________________________________

29. Concerning public service film features produced by an outside organization, what way or ways do you suggest this material be brought to your station's attention?

_____Send the film directly to the station without any explanation

_____Send the station a brochure or folder describing the film along with a request form for the film

_____Send a brochure and a personal letter to the station along with a request form

_____Send the film directly to the public service director without any explanation

_____Send a brochure and a personal letter to the public service director along with a request form

_____Send the film directly to the public service director with a brochure and/or a letter of explanation

_____Make an appointment with the public service director and offer to personally screen the film with him at the station

_____Other_______________________________________

30. With quality being considered comparable, what does your station prefer regarding the form of program length public service material that is submitted to it from outside organizations? (Rank in order of preference.)

_____Live performance

_____Film

_____Video Tape

_____Other _______________________________________

31. Concerning an outside organization's request for information about the use (time, frequency, size of audience, etc.) of its public service material on your station, what is your policy?

_____Will try to furnish such information if request is not made for everything the station uses from the organization

_____It is not the station's policy to give out such information

_____Such information is readily available and it will be given on request

_____Such information may be made available occasionally, but it is difficult (costly and time-consuming) to provide regularly

_____Such information is not readily available

_____Other ____

32. Concerning film features of a public service nature, which do you prefer from the standpoint of ease of scheduling?

_____Receiving single features from time to time

_____Receiving single features on a regularly scheduled basis, such as every __________________________

_____Receiving single features from time to time but also an occasional series of films, such as a special course or a series of public information programs

_____Receiving only special series from time to time

_____Receiving both single features and special series on a regularly scheduled basis, such as every_______

_____Other ____

33. Concerning program length public service filmed or taped features, what length do you prefer? Rank in order of preference:

_____Quarter hour

_____Half hour

_____One hour

_____Other ____________________________________

34. What are the exact lengths in minutes and seconds you prefer for program length public service films and tapes?

	Exact minutes	Exact seconds
Quarter hour		
Half hour		
One hour		
Other______________		

35. Do you allow variations from the exact times stated in Question 34?

YES NO

36. If the answer is YES to Question 35, please indicate the range of times:

	From Mins. and Secs.	To Mins. and Secs.
Quarter hour		
Half hour		
One hour		
Other____________		

37. Concerning your views or your station's policy regarding public service material getting the maximum use from your facilities, what procedure is the most desirable in the following:

	Film/ tape spots	Program length film/tape	Less than program length film/tape
1. Give material to station for keeps			
2. Give material to station with understanding it will be returned when convenient			
3. Request material be returned once it has been aired			
4. It doesn't make any difference			
5. Other ____________			

38. Does your station accept filmed public service features that do not fit program-length time segments? YES NO

39. If you have a choice between program length film features and films that are not program length, what is your preference?

_____Program length

_____Nonprogram length

_____Both equal

_____It doesn't matter

40. Speaking in general and strictly from an "open-time" or standby basis, what length nonprogram length public service film features do you prefer?

_____Under 3 minutes

_____3 to 5 minutes

_____5 to 10 minutes

_____10 to 12 minutes

_____Other_______________________________

41. How are most public service nonprogram length films used at your station? (Rank in order of most frequent use)

_____As standby material, to be used whenever needed

_____To "pad out" feature films that do not run full program length

_____To "pad out" network spot news or sport events that do not run full program length

_____To add visual interest to station's personality-type shows

_____Other____

42. Do you accept public service material in the following forms?

1. Motion Picture Film

	YES	NO
35mm SOF ( )Optical ( )Magnetic		
35mm silent with outline of scenes		
35mm silent with script		
16mm SOF ( )Optical ( )Magnetic		
16mm silent with outline of scenes		
16mm silent with script		
8mm SOF ( )Optical ( )Magnetic		
8mm silent with outline of scenes		
8mm silent with script		
Other		

2. Filmstrips

YES NO

35mm with outline of scenes
35mm with script
35mm with synchronous tape or disc
( )Full frame ( )Half frame
Other

3. Slides

35mm with written message
35mm with tape ( )Spool ( )Cartridge
Most desirable tape speed: ( )3 3/4
( )7 1/2 ( )15
3½x4 lantern slide with written message
3½x4 lantern slide with tape ( )Spool
( )Cartridge
3½x4 Polaroid with written message
3½x4 Polaroid with tape ( )Spool
( )Cartridge
4x5 glass slide with written message
4x5 glass slide with tape ( )Spool
( )Cartridge
Other

4. Overhead projected transparencies

8½x10 with written material
8½x10 with tape ( )Spool ( )Cartridge
7x7 with written material
7x7 with tape ( )Spool ( )Cartridge
3½x4 with written material
3½x4 with tape ( )Spool ( )Cartridge
35mm filmstrips
35mm slides
Other

5. Opaque projected material

Telops with written material
Telops with tape ( )Spool ( )Cartridge
Balops with written material
Balops with tape ( )Spool ( )Cartridge
Other

6. Still pictures and title cards

	YES	NO
8x10 with written message		
8x10 with tape ( )Spool ( )Cartridge		
11x14 with written message		
11x14 with tape ( )Spool ( )Cartridge		
Other		

7. Other ____________________

43. In 1960 the Federal Communications Commission issued a report and statement of policy in connection with its programming inquiry. In discussing the obligation of a station licensee, it listed 14 major elements "usually necessary to meet the public interest, needs, and desires of the community in which the station is located as developed by the industry, and recognized by the Commission." These elements are as follows:

1. Opportunity for Local Self-Expression
2. The Development and Use of Local Talent
3. Programs for Children
4. Religious Programs
5. Educational Programs
6. Public Affairs Programs
7. Editorialization by Licensees
8. Political Broadcasts
9. Agricultural Programs
10. News Programs
11. Weather and Market Reports
12. Sports Programs
13. Service to Minority Groups
14. Entertainment Programming

The FCC points out, "The elements set out above are neither all-embracing nor constant. We re-emphasize that they do not serve and have never been intended as a rigid mold or fixed formula for station operation."

But to use this list as a general guide, please consider the following questions:

1. Which elements are now a part of your station's regular programming schedule?

   1 2 3 4 5 6 7 8 9 10 11 12 13 14

   Other____

2. Which, if any, of these elements do you see being given increased emphasis at your station?

   1 2 3 4 5 6 7 8 9 10 11 12 13 14

   Other____

3. Which elements would your station like to give more emphasis if suitable material, from a "public service" braodcasting standpoint, could be furnished by outside sources without cost to you?

   1 2 3 4 5 6 7 8 9 10 11 12 13 14

   Other____

4. Which elements now offer the greatest opportunity for outside public institutions, groups, and agancies to contribute material for use at your station, with all things being considered equal?

   1 2 3 4 5 6 7 8 9 10 11 12 13 14

   Other____

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Part VI
As Implemented by Grouping Counties for Participation in Educational Television

Extension Study No. 9

Office of Extension Studies
in cooperation with the
Department of Extension Teaching and Information
New York State Colleges of Agriculture and Home Economics
at Cornell University
Ithaca, New York
September, 1965

AC002197

Author: James E. Lawrence
Extension TV Specialist

PREFACE

Although brief, this report should be especially helpful to the extension staff in planning more effective utilization of public service time made available by commercial TV stations. The grouping of counties around the various stations need not be accepted as final, but rather as the basis for examining approaches to organizing the TV operations of the various counties so that long range planning of these activities can be undertaken. The report deserves careful study by the Associate Directors of Extension responsible for programs, the State Extension Leaders, TV specialists, and extension agents.

The study of which this report is a part has been conducted as a cooperative project between the Office of Extension Studies and the Department of Extension Teaching and Information under the guidance of an advisory committee composed of the following: Arthur Durfee, chairman; Mary Bloetjes, C. H. Freeman, Dana Goodrich, C. R. Harrington, Olaf Larson, Hazel Reed, and W. B. Ward.

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Implemented by Grouping Counties for Participation in Educational Television

Introduction

Since the findings of this study of the TV Educational Function of the Colleges of Agriculture and Home Economics will be presented in seven parts with a separately bound report for each part, a common introduction setting forth the problem, the purposes, and methodology of the study is used for each report.

The Problem

The initiation of a study of this kind usually arises out of the awareness of a problem often stated in the form of a question. The stimulating question in this instance came from the Department of Extension Teaching and Information which is responsible for operating the TV Film Center. The question was, "What information is needed to provide long-time financial support for the TV Film Center?" The answer to this question as first conceived by the department was to provide the deans of the Colleges of Agriculture and Home Economics and other appropriate officials with the findings of a study of audience awareness and reception of the TV film productions of the Center.

However, as this approach to answer the department's question of long-time support of the Center was explored, it

became clear that while it might provide a temporary answer, such a study would necessarily be limited in scope because of the Center's relatively short span of production. Moreover, while a study of audience reaction to films already produced might provide the basis for continuing support of the Center, the findings of a study of the Center's as yet limited out-put could lead to misdirected emphasis on the type of films to be produced in the future.

Since the practical matter of obtaining immediate financial support for the TV Film Center was considered imperative, it was accepted as necessary that some investigation of audience awareness and reaction to the Center's productions be made. This investigation, however, was considered the first stage of a comprehensive study that would provide the basis for policy with respect to the off-campus TV educational function of the Colleges of Agriculture and Home Economics. This comprehensive study including the investigation of selected film productions of the TV Film Center was initiated in July, 1963.

Design of the Study

Purposes. (1) To ascertain the viewpoints and experience of the faculties of the Colleges of Agriculture and Home Economics and the Extension Service field staff relative to the off-campus educational functions of the two colleges, with specific reference to the TV Film Center of the colleges and with some preliminary attention to a proposed TV educational network for New York State, for the purpose of developing for the two colleges, including the Extension Service, a long-range

TV educational policy and program; (2) To ascertain the opportunities available to the colleges in getting their educational programs used by New York State commercial TV stations; and (3) To ascertain audience awareness of, attitudes to, and learning from selected productions of the TV Film Center. Purpose number 3 has already been realized by studying samples of audiences viewing selected films produced by the TV Film Center and by studying a group of home demonstration members who were exposed under control conditions to selected productions of the Center.[1]

Methodology. To realize purposes 1 and 2, questionnaires were administered to five populations. These populations were: (1) deans and directors of the two colleges, (2) departmental staffs in both colleges, (3) extension state leaders, (4) extension agents in all counties, and (5) persons responsible for public service programming at commercial TV stations in the State.

With modifications required by the nature of their jobs, the questionnaires for the first four populations were designed to obtain information that would be related to the determination of policy and program for the TV educational function of the two colleges as this function concerns the

off-campus public. An extension specialist in the Department of Extension Teaching and Information, in connection with his graduate work, prepared the questionnaire for the fifth population before this study was designed. Because the information sought by his questionnaire was particularly relevant to the present study, in that it would provide a body of knowledge about commercial TV outlets which the colleges have utilized in the past and can expect to use in the future, an arrangement was worked out with the specialist to incorporate his proposed study in this one.

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[1] See Audience Evaluation of Films Produced for Television, Communications Research Bulletin 5, John F. Spencer, Frank D. Alexander, and Chester H. Freeman, Department of Extension Teaching and Information, Cornell University Agricultural Experiment Station, in cooperation with the Office of Extension Studies, New York State College of Agriculture, a Contract College of the State University, at Cornell University, Ithaca, New York, August, 1964.

The seven reports which constitute this study of the TV Educational Function of the Colleges of Agriculture and Home Economics are: Part I, As Seen by the Faculty; Part II, As Seen by Extension Agents; Part III, As Seen by College Administrators; Part IV, As Seen by State Extension Leaders; Part V, As Related to Commercial TV Stations; Part VI, As Implemented by Grouping Counties for Participation in Educational Television; and Part VII, Summary of Findings and Implications. This report is Part VI, As Implemented by Grouping Counties for Participation in Educational Television. It should be pointed out that the contents of this report are based on the advertising, promotional, and sales coverage maps of the various television stations; data from Television Factbook; and engineering coverage maps designed to meet Federal Communications Commission standards that are on file at all stations; as well as the questionnaires from extension agents mentioned on page 3 of this introduction.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

As Implemented by Grouping Counties for Participation in Educational Television

Background and Method

For the past 17 years New York State Cooperative Extension agents have been conducting educational television programs through commercial and educational stations. As a means of coordinating this work, intra- and inter-county extension departments have organized program-producing groups around the stations that telecast these programs. Despite these organizational efforts, there has been no established pattern of participation in the use of television. Agent involvement ranges from one department in one county carrying the full responsibility for television to all three departments in several counties sharing the responsibility. In any case, agents in these groups are usually from counties within the area in which the station's aural and visual signals attain maximum, or at least satisfactory, reception.

The organization of agent groups for television programming purposes grew out of several needs relating to the effective use of the medium. Since the coverage area of TV stations extends far beyond the counties in which their transmitters and studios are located, a means of providing area representation for Cooperative Extension to deal efficiently with the different stations was needed. A means of making effective use of various TV resources when the opportunity presented itself was also needed.

The organization of agent groups for purposes of participating in educational telecasts has also provided, where all departments are actively involved, an equitable sharing of the communications resources among the counties the stations serve and among agricultural, home demonstration, and 4-H interests. These groups have facilitated the production of Cooperative Extension TV programs on a regularly scheduled, continuous basis. They have provided a means of coordinating the use of the medium by the individual agents involved, and have established a unified flow of extension information appropriate to the needs of the viewers in the various television regions.

A television station's coverage area is naturally one of the major concerns of extension agents who contemplate the use of the medium for educational purposes. A television broadcast signal--unlike an extension agent whose activities and influences are generally confined within county boundaries--may reach all parts of a particular county, cut across the middle, or neatly miss touching any part of this political unit in its coverage pattern.

Efficient utilization of television coverage is attained when agents from all counties reached by the station's signal are making equitable use of the medium. Also, the coverage pattern, by its extent and location, will have a bearing on the potential county-by-county line-up that determines the size and representativenss of the group producing Cooperative Extension telecasts.

This report is an attempt to determine a suggested grouping of counties for New York State's television centers. It is concerned only with those 56 counties in which Cooperative Extension headquarters are located. The purpose is twofold: (1) to supplement existing information about TV coverage in areas where agents now participate in educational television, but where the full potential of the resource is not being realized, and (2) to provide information that will assist in the organization of agent groups in areas where television is not used.

Television coverage is the total distribution of the sound and picture portions of the station's signal in terms of exposure to a specific area. As used here, coverage is that geographical area within which a television station's broadcast signal can be satisfactorily seen and heard.

In arriving at the suggested groupings of counties that follow, four sources of information were investigated: (1) the replies of extension agents who furnished material about the television stations that can be viewed in their counties; (2) the advertising, promotional, and sales coverage maps of the various television stations; (3) data from Television Factbook,[1] and (4) the engineering coverage maps designed to meet Federal Communications Commission standards that are on file at all stations.

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[1] Television Factbook, (Washington, D.C.: Television Digest, Inc., 1965), pp. 409-b - 439-b.

A new factor in television coverage is the development of community antenna, or cable, systems. Data, however, on a statewide basis regarding the strength and influence of this source of transmission are rather limited. Furthermore, this means of extending a station's signal beyond its normal range does not yet seem to be significantly altering the basic coverage patterns of New York State's television stations. For these reasons, community antenna facilities were not considered in this report.

For this investigation of television coverage, the greatest weight was given to station engineering maps showing signal strength. This information, although partly based on theory, is a scientific attempt to meet the somewhat exacting FCC standards for various intensities of coverage. In many instances the data reported on the maps were obtained through actual field surveys, in which the station's engineers took receivers to different areas surrounding the station and checked the signal for strength and quality. With this information, certain minimum and maximum reception areas were plotted, and it was possible to draw contour maps that summarize the various coverage boundaries.

Two boundary designations are important in determining a television station's effective coverage--grade A and grade B coverage. They are more or less comparable to FCC requirements for radio station so-called primary coverage and secondary coverage.

Grade A coverage refers to the area in which the station distributes a consistently good broadcast signal. One definition of grade A coverage is the area within which 70 percent of the television sets receive an effective signal 90 percent of the time.

Grade B coverage, which surrounds the grade A contour, is the secondary signal strength of the television station. It refers to the area in which the signal can be picked up satisfactorily most of the time. It has been defined as the area in which 50 percent of the television sets receive an effective signal 90 percent of the time.

Suggested County Groupings

For the sake of brevity and simplification, the criterion used to select counties for alignment with certain television stations is based largely on the grade A and grade B coverage listed on FCC engineering maps. In many instances, particularly in the grade A areas, this coincides with the reports of the agents who indicated that the television station in their locality is received in all parts of their counties.

The term "core county" is used in this suggested grouping to designate the areas that are wholly or partially within the station's grade A coverage. It was arbitrarily established that if 50 percent or more of a county lies within the grade A zone of the majority of the stations serving the area, the county was placed in the "core" grouping.

The term "outlying county" is used to designate areas that are wholly or partially within the station's grade B coverage. In this case, if 50 percent or more of a county lies within the grade B zone of the majority of the stations serving the area, the county was placed in the "outlying" grouping. The suggested groupings are as follows:

STATION LOCATION	STATION CALL LETTERS	CORE COUNTIES	OUTLYING COUNTIES
Buffalo	WBEN-TV, WKBW-TV, & WGR-TV	Erie[a] Niagara Genesee Cattaraugus Wyoming	Orleans Livingston Chautauqua Allegany Steuben Monroe
	WNED-TV	Erie[a]	Niagara Wyoming Genesee
Rochester	WROC-TV, WHEC-TV, & WOKR	Monroe[a] Wayne Orleans Ontario Livingston Genesee	Yates Wyoming Seneca
Syracuse	WHEN-TV, WSYR-TV, & WNYS-TV	Onondaga[a] Cayuga Cortland Madison Oswego Seneca	Chenango Oneida Ontario Schuyler Tompkins Wayne Yates
Utica	WKTV	Oneida[a] Herkimer Otsego Montgomery Fulton	Chenango Madison Lewis Schoharie

[a] County in which station is located

STATION LOCATION	STATION CALL LETTERS	CORE COUNTIES	OUTLYING COUNTIES
Watertown (Carthage)	WWNY-TV	Jefferson[a] Lewis	St. Lawrence
Plattsburgh	WPTZ	Clinton[a]	Essex Frankli
Albany	WAST	Albany[a] Fulton Montgomery Rensselaer Saratoga Schenectady Schoharie Warren	Columbi Dutches Ulster Washington
Troy (Menands)	W-TEN	Rensselaer[a] Albany Fulton Montgomery Saratoga Schenectady Schoharie Warren	Columbi Dutches Ulster Washington
Schenectady	WRGB	Schenectady[a] Albany Fulton Montgomery Rensselaer Saratoga Schoharie Warren	Columbia Dutchess Ulster Washington
	WMHT	Schenectady[a]	Albany Fulton Montgomery Rensselaer Saratoga
Binghamton	WNBF-TV	Broome[a] Chenango Chemung Cortland Tompkins	Delaware Otsego Schuyler Sullivan

---

[a] County in which station is located

STATION LOCATION	STATION CALL LETTERS	CORE COUNTIES	OUTLYING COUNTIES
Binghamton (Continued)	WINR-TV & WBJA	Broome[a]	Chenango Tioga
Elmira	WSYE-TV	Chemung[a]	Schuyler Tioga Tompkins
New York City[b]	WABC-TV, WCBS-TV, WNBC-TV, WNEW-TV, WOR-TV, WPIX, & WNDT	Nassau Rockland Westchester	Orange Putnam Suffolk Sullivan

[a] County in which station is located

[b] Stations listed here all located in New York County

Utilization of County Groupings

It should be kept in mind that these groupings of counties are presented merely as quidelines. They are intended to facilitate the organization of extension agents around the various television stations.

Ideally, both "core" and "outlying" counties should be considered in such an organization. This would allow for an equitable sharing of the television resource and should provide equal representation among those agents whose counties come under the communications influence of the station. However, such an ideal arrangement is probably not always feasible. Relatively long traveling distances between an extension headquarters and the station, a shortage of personnel to participate in the educational television effort, and workers who are not convinced that the medium is suitable to their needs are factors preventing maximum use of television on a statewide basis.

Yet with more than 93 percent or 5,200,000 New York State homes equipped with television, a definite potential exists for furthering Cooperative Extension objectives through this medium. Presently, practical and feasible means of achieving results are being demonstrated by the continuous, regularly scheduled telecasts of extension agents. These programs now account for nearly five hours of television time per week (Appendix A). Considering the total resources available to Extension more attention might be given to reaching larger audiences with educational telecasts. Strengthening the efforts of agents involved in television productions and organizing television groups in areas that do not receive Cooperative Extension telecasts would appear to be an effective way to accomplish this objective.

Appendix A

Table 1. CURRENT COOPERATIVE EXTENSION TELEVISION PROGRAMS

PROGRAM	STATION LOCATION	CALL LETTERS	DAY(S)	TIME	DEPARTMENT(S)
You and Your Family	Buffalo	WBEN-TV	Fri.	9-9:30 AM	Home (Erie)
Rural Review	Buffalo	WBEN-TV	Sat.	1-1:30 PM	Agr. (8 counties)[a]
House Keys	Buffalo	WKBW-TV	Sat.	8:30-8:50 AM	Home (6 counties)[b]
For Women Only	Rochester	WOKR	M-F	8:15-8:30 AM	Home (Monroe)
Morning Calendar	Syracuse	WHEN-TV	M-F	7:30-7:40 AM	Agr., Home, & 4-H (7 counties)[c]
Across the Valley	Utica	WKTV	T & Th.	1:15-1:30 PM	Agr., Home, & 4-H (2 counties)[d]
Table Talk	Albany	WAST	Wed.	7:30-8:00 AM	Home (8 counties)[e]
On the Local Scene	Plattsburgh	WPTZ	3rd Fri. each month	1:10-1:30 PM	Home (3 counties)[f]
Focus	Watertown	WWNY-TV	Sat.	2:00-2:15 PM	Home (3 counties)[g]
Open House	Binghamton	WNBF-TV	Sat.	1:00-1:30 PM	Home (9 counties)[h]
Agr. Ext. of the Air	Binghamton	WNBF-TV	Sat.	12:30-1:00 PM	Agr. & 4-H (5 counties)[i]

[a] Erie, Niagara, Allegany, Cattaraugus, Chautauqua, Genesee, Wyoming, Orleans

[b] Niagara, Genesee, Wyoming, Allegany, Cattaraugus, Chautauqua

[c] Onondaga--Agr., Home, 4-H; Cayuga--Home; Cortland--Home; Madison--Home; Ontario--Home; Oswego--Home; Seneca--Agr., Home

[d] Herkimer--Agr., Home, 4-H; Oneida--Agr., Home, 4-H

[e] Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Warren, Washington

[f] Clinton, Franklin, Essex

[g] Jefferson, Lewis, St. Lawrence

[h] Broome, Tompkins, Chenango, Delaware, Tioga, Cortland, Otsego, Chemung-Schuyler

[i] Broome--Agr., 4-H; Tompkins--Agr.; Steuben--Agr., 4-H; Delaware--Agr., 4-H; Tioga--Agr., 4-H

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TV Educational Function of the Colleges of Agriculture and Home Economics

Part VII

Summary of Findings and Implications

Extension Study No. 9

Office of Extension Studies
in cooperation with the
Department of Extension Teaching and Information
New York State Colleges of Agriculture and Home Economics
Contract Colleges of the State University
at Cornell University
Ithaca, New York

September, 1965

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Part VII

Summary of Findings and Implications

Extension Study No. 9

by

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Office of Extension Studies
in cooperation with the
Department of Extension Teaching and Information
New York State Colleges of Agriculture and Home Economics
Contract Colleges of the State University
at Cornell University
Ithaca, New York

September, 1965

PREFACE

This is the final report in a series of seven which deal with the TV Educational Function of the Colleges of Agriculture and Home Economics at Cornell. The major findings of five of these reports, namely, Parts I, II, III, IV, and V, are brought together in this Part VII; and it is only here that the implications of the findings of these reports appear. The other five reports contain considerable detail and should be useful to any committee that may be appointed to develop a policy and program for the TV function of the colleges for off-campus audiences. However, for those who may want a ready and fairly comprehensive view of the findings of the over-all study along with implications for policy and program, it is hoped that this report will prove to be adequate.

Many individuals connected with the two colleges as well as those associated with 23 commercial TV stations in New York State have made the preparation of Part VII possible. To all of these the authors wish to express their appreciation.

The study of which this report is a part has been conducted as a cooperative project between the Office of Extension Studies and the Department of Extension Teaching and Information under the guidance of an advisory committee composed of the following: Arthur Durfee, chairman; Mary Bloetjis, C. H. Freeman, Dana Goodrich, C. R. Harrington, Olaf Larson, Hazel Reed, and W. B. Ward.

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TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Summary of Findings and Implications

Introduction

Since the findings of this study of the TV Educational Function of the Colleges of Agriculture and Home Economics will be presented in seven parts with a separately bound report for each part, a generally uniform introduction setting forth the problem, the purposes, and methodology of the study is used for each report.

The Problem

The initiation of a study of this kind usually arises out of the awareness of a problem often stated in the form of a question. The stimulating question in this instance came from the Department of Extension Teaching and Information which is responsible for operating the TV Film Center. The question was, "What information is needed to provide long-time financial support for the TV Film Center?" The answer to this question as first conceived by the department was to provide the deans of the Colleges of Agriculture and Home Economics and other appropriate officials with the findings of a study of audience awareness and reception of the TV film productions of the Center.

However, as this approach to answer the department's question of long-time support of the Center was explored, it

became clear that while it might provide a temporary answer, such a study would necessarily be limited in scope because of the Center's relatively short span of production. Moreover, while a study of audience reaction to films already produced might provide the basis for continuing support of the Center, the findings of a study of the Center's as yet limited out-put could lead to misdirected emphasis on the type of films to be produced in the future.

Since the practical matter of obtaining immediate financial support for the TV Film Center was considered imperative, it was accepted as necessary that some investigation of audience awareness and reaction to the Center's productions be made. This investigation, however, was considered the first stage of a comprehensive study that would provide the basis for policy with respect to the off-campus TV educational function of the Colleges of Agriculture and Home Economics. This comprehensive study including the investigation of selected film productions of the TV Film Center was initiated in July, 1963.

Design of the Study

Purposes. (1) To ascertain the viewpoints and experience of the faculties of the Colleges of Agriculture and Home Economics and the Extension Service field staff relative to the off-campus educational functions of the two colleges, with specific reference to the TV Film Center of the colleges and with some preliminary attention to a proposed TV educational network for New York State, for the purpose of developing for the two colleges, including the Extension Service, a long-range

TV educational policy and program; (2) To ascertain the opportunities available to the colleges in getting their educational programs used by New York State commercial TV stations; and (3) To ascertain audience awareness of, attitudes to, and learning from selected productions of the TV Film Center. Purpose number 3 has already been realized by studying samples of audiences viewing selected films produced by the TV Film Center and by studying a group of home demonstration members who were exposed under control conditions to selected productions of the Center.[1]

Methodology. To realize purposes 1 and 2, questionnaires were administered to five populations. These populations were: (1) deans and directors of the two colleges, (2) departmental staffs in both colleges, (3) extension state leaders, (4) extension agents in all counties, and (5) persons responsible for public service programming at commercial TV stations in the State.

With modifications required by the nature of their jobs, the questionnaires for the first four populations were designed to obtain information that would be related to the determination of policy and program for the TV educational function of the two colleges as this function concerns the

off-campus public. An extension specialist in the Department of Extension Teaching and Information, in connection with his graduate work, prepared the questionnaire for the fifth population before this study was designed. Because the information sought by his questionnaire was particularly relevant to the present study, in that it would provide a body of knowledge about commercial TV outlets which the colleges have utilized in the past and can expect to use in the future, an arrangement was worked out with the specialist to incorporate his proposed study in this one.

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[1] See Audience Evaluation of Films Produced for Television, Communications Research Bulletin 5, John F. Spencer, Frank D. Alexander, and Chester H. Freeman, Department of Extension Teaching and Information, Cornell University Agricultural Experiment Station, in cooperation with the Office of Extension Studies, New York State College of Agriculture, a Contract College of the State University, at Cornell University, Ithaca, New York, August, 1964.

The questionnaires for faculty members, extension agents, extension state leaders, and college administrators were distributed to each respondent who checked or wrote in the answers to questions and returned the questionnaires either by mail or to a collector employed by those conducting the study. The questionnaire for persons responsible for public programming at commercial TV stations was administered by direct interviewing. The period during which the various questionnaires were administered extended from the fall of 1963 to mid-1965.

The seven reports which constitute this study of the TV Educational Function of the Colleges of Agriculture and Home Economics are: Part I, As Seen by the Faculty; Part II, As Seen by Extension Agents; Part III, As Seen by College Administrators; Part IV, As Seen by State Extension Leaders; Part V, As Related to Commercial TV Stations; Part VI, As Implemented by Grouping Counties for Participation in Educational Television; and Part VII, Summary of Findings and Implications. This report is Part VII, Summary of Findings and Implications.

TV EDUCATIONAL FUNCTION OF THE COLLEGES OF AGRICULTURE AND HOME ECONOMICS

Summary of Findings and Implications

The Contents of the Report

This report is arranged in two sections: 1) summary of selected findings with implications and 2) a chart summarizing comparative findings for four groups of respondents, namely, faculties of the Colleges of Agriculture and Home Economics, state extension agents, state extension leaders, and college administrators. Although the summary of selected findings with implications includes findings and implications from Part V which deals with commercial TV station outlets for the TV programs of the colleges, the findings for Part V are not included in the chart of comparative findings. The data obtained for Part V conformed in no way to the outline used in the chart.

At several places in the summarization the views of faculty members and extension agents who were experienced in TV work have been introduced where it was thought their opinions or judgments might be expected to be more reliable than would be true for the total group of these respondents.

Although not included in this summary report, Part VI, As Implemented by Grouping Counties for Participation in Educational Television, of the over-all study has important implications for organizing inter-county TV work among the extension agents. Although brief, Part VI is an important part of the total study and should be considered in connection with this summary report.

Summary of Selected Findings With Implications

Faculty of the Two Colleges, Extension Agents, State Extension Leaders, and College Administrators

Summary of Selected Findings[1]	Implications for Policy and Program
I. The Respondents	
A. Returns	
Returns from extension agents, state extension leaders, and college administrators were high.	Findings for agents, state extension leaders and college administrators are considered fairly representative.
The returns from the faculty were not as good; questionnaires were obtained from about three fifths of the potential respondents. (See I-A)[2]	There is some question as to representativeness of faculty returns.
B. Opinion of TV	
About half of faculty, state extension leaders and college administrators who gave an opinion disapproved of TV as	All groups surveyed had a considerable number who were negative to TV as now operated in this country and, hence, their outlook on TV as an

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[1] For easy reading fractions rather than percentages are used in the statements of findings which are presented in this summary of selected findings with implications. Where it seemed important for clear understanding the numbers on which the fractions are based are given in the statements, otherwise these numbers can be found in the chart which begins on page 46.

[2] These reference indices apply to the topical outline of the chart which begins on page 46.

Summary of Selected Findings	Implications for Policy and Programs
now operated in this country. About one third of extension agents who gave an opinion disapproved. (See I-C)	educational medium might be expected to be colored by their general opinion of TV. However, no significant relationship existed between opinion of TV in general and TV as an educational medium for either faculty or agents.
II. Awareness and Evaluation of TV Activities of the Colleges	
A. Relating to TV Film Center at Cornell	
1. A large majority (over four fifths) of both faculty members and extension agents and all state extension leaders were aware of the TV Film Center; compared to all respondents the percentages aware of the Center were even larger for experienced faculty members and agents. No information was sought from college administrators. (See II-A-I)	Awareness of the TV Film Center is widespread which would suggest that there is some basis in awareness for planning its functions.

Summary of Selected Findings	Implications for Policy and Program
2. Slightly over two fifths of both the faculty who reported being aware of the TV Center and the extension agents who reported, had seen at least one film produced by the TV Film Center. However, a good majority of the state leaders had seen at least one film. No information was sought from administrators. (See II-A-4)	While awareness of the existence of the TV Film Center is widespread, actual knowledge of its productions is low so that both faculty and extension agents need to be made more aware of the Center if their cooperation with it is to be obtained.
3. The relatively small number of faculty members who had seen the various productions of the TV Film Center considered most of them both teaching and public relations films, and the relatively small number of extension agents who had seen the productions considered them primarily teaching films. Information from state extension leaders was too limited for use. No information was sought from college administrators. (See II-A-5)	It appears that the faculty considers the TV Film Center's past productions as both teaching and public relations films, whereas the extension agents consider them essentially teaching films. Perhaps this difference in definition of the Center's productions indicates a need for greater clarity in the determination of the purposes of the productions.

Summary of Selected Findings	Implications for Policy and Program
4. A large majority of the relatively small number of faculty members who had seen the productions of the TV Film Center considered them very worthwhile; the same was true of extension agents. Information from state extension leaders was inadequate and none was sought from administrators. (See II-A-6)	Past productions of the TV Film Center are considered very worthwhile, which might suggest that past efforts are worthy of emulation. Exploration of the quality of the productions by educational experts might on the other hand, raise questions as to the judgments of the raters.
B. Relating to the Evaluation of Four Basic Classes of TV Programs of the Colleges[1]	
Faculty members experienced in TV work and acquainted with class (4), longer (13½ minutes) TV films produced by the TV Film	These data give some indication of the experienced respondents' educational evaluation of the basic classes of TV programs of the colleges.

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[1] Four Basic Classes of TV Programs:

1. Regularly scheduled county Extension agents' programs; usually live; length 10, 15, 20, and 30 minutes; principal personalities (teachers), county agents, with specialists as occasional guests; usually one lesson only but a few series of lessons have been presented; telecast over commercial stations; some of these programs are: "You and Your Family" from Buffalo, "Farm Show" from Buffalo, "Open House--Homemaking and You" from Binghamton, "Party-Line" from Syracuse.
2. Short course programs; both live and filmed productions; length 30 minutes; principal personalities (teachers), college specialists; five to eight lessons on succeeding days or weeks; preregistered audiences to whom printed material was sent in advance; telecast over commercial stations; program titles: "Sew for Growth," "Farm Management," and "Dairy Cattle Feeding School."

(Continued on next page.)

Summary of Selected Findings	Implications for Policy and Program
Center, rated it high educationally. The agents experienced in TV work and acquainted with class (3), short (4½ minutes) TV films produced by the TV Film Center, most frequently rated it high educationally. The state extension leaders acquainted with class (2), short course programs, both live and filmed, most frequently rated it high educationally, as did the college administrators acquainted with this class.[1] (See II-B)	Certainly class (4), longer (13½ minutes) TV films produced by the TV Film Center, has high approval of the faculty and class (3), short TV films produced by TV Film Center has high approval of the agents. These ratings should provide the basis for discussions relative to the determination of priorities for allocation of TV resources.

(Continued from page 10)

3. Short TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 4.5 minutes; produced with help of College specialists and researchers; narrator, a skilled TV personality employed under contract; telecast principally over commercial stations; general title of films: "Closer Look" series; included are films on potatoes, eggs, ham, milk, peaches, etc., with consumer orientation.
4. Longer TV films produced by TV Film Center of the Colleges of Agriculture and Home Economics; length 13.5 minutes; principal personalities (teachers) college specialists and researchers; telecast principally over commercial stations; titles of films: "In the Darkest Places" (deals with clothes moths, carpet beetles, and serious pests of woolen goods) and "Aging and Independence" (deals with problems of the aged).

[1] Except for state extension leaders the numbers on which these statements are based were relatively small.

Summary of Selected Findings	Implications for Policy and Program
C. Relating to Evaluation of Three Live and/or Filmed TV Programs	
About two fifths of the relatively small number of agents experienced in TV work and acquainted with the "Farm Management" program considered it very effective educationally; almost half of the relatively small number of experienced agents acquainted with the "Sew for Growth" program considered it very effective educationally; and a little less than half of the relatively small number of experienced agents acquainted with the "Dairy Cattle Feeding School" program considered it very effective educationally. No information was sought from the other three groups. (See II-C)	While using the very effective level as an index of judgment of educational effectiveness is setting a high standard, it is clear that the agents experienced in TV are not too prone to rate the three programs very effective. This may indicate that the programs need to be thoroughly evaluated if resources are to be used for similar efforts in the future.

Summary of Selected Findings	Implications for Policy and Program
III. Attitude Toward TV as an Educational Medium for Reaching Out-Of-School People	
A. Opinion of TV as an Educational Medium	
A little over one third of the faculty and almost three fifths of the agents considered TV one of the better means for reaching out-of-school people or conducting extension teaching. Three fourths of the state extension leaders and about half the college administrators considered it one of the better means of reaching out-of-school people or conducting extension teaching. (See III-A)	In planning a TV program for the colleges, it should be remembered that the faculty and college administrators are not too enthusiastic about its potentialities, whereas both extension agents and state extension leaders are very favorable.
B. Opinion as to What Should Be Done About TV	
A little over one third of the faculty thought that the colleges should develop a broad policy with respect to the use of TV. Almost two fifths of experienced compared to one	College administrators, extension agents, and state extension leaders can be expected to support the development of a broad policy for the use of TV, but less confidence can be placed on faculty support.

Summary of Selected Findings	Implications for Policy and Program
third of the inexperienced members thought a broad policy should be developed. Four fifths of the extension agents and three fourths of the state leaders favored the development of a broad policy. All but two of the college administrators favored developing a broad policy. (See III-B)	
C. Opinion About TV Compared to Other Communication Media The faculty members who reported ranked TV films fourth with newspapers ranked first as a means for communicating information to the general public. No information was sought from the other three groups. (See III-C)	In planning a TV program for the colleges it should be remembered that the faculty ranked three other media above TV for communicating with the general public.
D. Willingness to Participate in TV Activities Most faculty members indicated very definitely they should have some responsibility for assisting with a TV educational program.	There is a broad base of willingness in the faculty to accept responsibility for educational TV. The areas of their interest provide a basis for policy development.

Summary of Selected Findings	Implications for Policy and Program
Jobs that faculty members would be most willing to perform were: getting together subject matter, reviewing scripts, and suggesting topics with annotations.	
About three fifths of the faculty who regarded assistance with a TV educational program for the general public as part of their responsibility indicated the amount of time they would be willing to give to TV work; almost two fifths would give from 1 to 5 days per year, and slightly less than one fifth from 6 to 10 days.	The amount of time faculty members are willing to give to TV appears to be sufficient to provide a sound basis for planning an effective TV program.
No information was sought from the other three groups. (See III-D)	
IV. Participation in TV	
A. Extent and Kind of Participation in Filmed TV	
Only a little over one tenth of the faculty have assisted in producing TV films for the	There is a relatively small number of faculty members who out of their experience with the TV Film Center

Summary of Selected Findings	Implications for Policy and Program
TV Film Center, and most of these had provided information or reviewed scripts. No information was sought from the other three groups. (See IV-A)	might contribute to helping plan its activities. Perhaps the kinds of jobs which these members have performed indicates lines of interest for planning TV activities.
B. Extent of Participation in Live TV About two fifths of the faculty reported experience with live TV at Cornell or elsewhere; almost three fourths of those reporting experience were extension specialists. Almost two thirds of the extension agents had participated in one or more live TV programs. No information was sought from state extension leaders and college administrators. (See IV-B-C)	A good number of faculty people, especially the extension specialists, have had TV experience, which means that there is a considerable resource available for TV work. The large number of extension agents with TV experience also provides a sound basis for developing TV work.
C. Live TV Jobs Performed Over two thirds of the relatively small number of faculty members who had participated in live TV had appeared as a major personality (teacher) and the	There is a core of experienced faculty members on whom live TV can depend for major personalities (teachers) and for information. A fairly large group of experienced extension agents exists

Summary of Selected Findings	Implications for Policy and Program
same proportion had provided information for TV programs. Slightly over four fifths of the extension agents who had participated in live TV programs had appeared as a major personality (teacher). No information sought from state extension leaders and college administrators. (See IV-C)	from which major personalities (teachers) can be drawn. These faculty members and extension agents should provide the staff around which a strong TV program can be organized. A file of these people can be developed from the questionnaires of the respondents.
D. Assigned or Taken Responsibility for Extension Departmental Live TV Programs About half of the extension agents had at some time been responsible for his or her department's live TV program. Four fifths of the experienced agents had performed this function, but only a few of the inexperienced agents had done so. Not applicable to the other three groups. (See IV-D)	There is a substantial core of agents who have had considerable responsibility for TV work. These agents might well be considered for in-service training in this field of communication.

Summary of Selected Findings	Implications for Policy and Program
E. Responsibility for Live TV Programs for All Three Extension Departments Less than one tenth of the extension agents had at some time been responsible for live TV programs for all three departments in the county. Not applicable to the other three groups. (See IV-E)	There is a small number of agents who have had responsibility for the TV programs of all three departments in their counties. These constitute an experienced group whose experience could be utilized in planning interdepartmental TV activities.
F. Extension Departmental Participation in TV Activities Slightly over half of the 147 county departments reporting had participated in TV work at some time. Not applicable to the other three groups. (See IV-F)	While a goodly number of departments have done TV programs, a little less than half have not. This may indicate an exploration to ascertain whether any of these nonparticipating departments can reasonably be expected to participate.
G. Ways in Which TV Activities of Extension Departments Are Carried Out About two thirds of the 83 county departments which have participated in TV work had at some time planned and conducted TV activities with two or more	There is a definite pattern of intercounty cooperation in TV work which can be built upon and organized more effectively.

Summary of Selected Findings	Implications for Policy and Program
other counties, and in about two fifths of these 83 departments college specialists had been involved. Almost one third of these departments had frequently cooperated with two or more counties. Not applicable to the other three groups.	
About two thirds of the 72 departments reporting had at some time used the method of each agent planning and conducting TV work in his area of assignment. Not applicable to other three groups. (See IV-G)	It appears that in most counties TV work has frequently been left to each agent to plan and conduct the activity in his area of assignment. While not necessarily inappropriate, this practice raises a question as to whether departmental planning of TV work has been effectively done.
V. Suggestions Relating to TV Educational Programs and Audiences A. Number and Percent Suggesting Topics for TV Programs About three fifths of 129 faculty and the same proportion of 333 extension agents suggested one or more topics for TV programs. A good majority of 17 state extension leaders and 11 college administrators did the same. (See V-A)	The various professional groups connected with the colleges have some specific ideas about what should be presented on TV.

Summary of Selected Findings

B. Classes of Suggested Topics and Methods of Treatment

1. General Classes of Topics

378 topics were suggested by the faculty, 714 by extension agents, 50 by state extension leaders, and 35 by college administrators. The upper ranking classes of topics on the basis of 20 percent or more of the total topics suggested for each group were:

Faculty

1. Agricultural topics of either general or nonfarm interest (34%)
2. Home economics topics of interest mainly to housewives (21%)

Extension agents

1. Home economics topics of interest mainly to housewives (24%)
2. Agricultural topics of either general or nonfarm interest (22%)

State extension leaders

1. General interest topics (62%)

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These findings can be used as the basis for considering the subject-matter-audience emphasis which TV programs should have. While the data do not give a clear-cut vote for certain classes of topics, they show where the concerns of those suggesting topics tend to be concentrated. The relative importance to faculty and agents of agricultural topics of either general or nonfarm interest and of home economics topics of interest mainly to housewives is clear. State extension leaders and administrators concentrated their topics in the area of general interest. A file of the suggested topics is available for planning purposes.

Summary of Selected Findings	Implications for Policy and Program
2. Home economics topics of interest mainly to housewives (20%)	
College administrators	
1. General interest topics (83%) (See V-B-1)	
2. Recommendations for Number of Lessons and Preregistration Almost seven tenths on the 714 topics suggested by extension agents were accompanied by the suggestion that the topic be presented in two or more lessons. For almost three fourths of the topics suggested by state extension leaders it was suggested that two or more lessons be used. About one third of the topics suggested by extension agents and almost two fifths of those suggested by state extension leaders carried the suggestion for a preregistered audience. No information was sought from the faculty and college administrators. (See V-B-2)	The extension field staff and the state extension leaders are sufficiently committed to more than one lesson to give support to this approach in planning TV programs. There is much less commitment to preregistered audiences. There is indication here that it may be desirable to explore further the educational significance of preregistration before developing a TV policy and program.

Summary of Selected Findings	Implications for Policy and Program
C. Assumptions About Using TV as a Means of Reaching the General Public Of those faculty members and college administrators who listed topics, almost four fifths of the former and a good majority of the latter did so on the assumption that the colleges have resources for conducting off-campus education. Three fourths of the faculty also assumed that educational TV should give people an understanding of basic principles in various subject-matter fields, and nearly two thirds assumed a public relations aspect of the colleges' educational TV. No information was sought from extension agents and state extension leaders. (See V-C)	The evidence is strong that those faculty members who listed topics for TV believe the colleges have the resources for conducting off-campus education and responsibility for teaching basic principles in various subject-matter fields through TV. The faculty also sees TV as a means for cultivating public relations. These views would appear to provide faculty support for developing an active TV program for off-campus people.
D. Rating of Importance of Selected Audiences for TV Educational Programs Housewives compose the audience which all four groups emphasize	It is clear that the four groups, as well as experienced faculty

Summary of Selected Findings

as very important for TV programs. While farm housewives were chosen most frequently by the faculty as very important, suburban housewives led the list for extension agents, and city housewives for state extension leaders; and city housewives, farm housewives, and suburban housewives were tied for first position in the case of college administrators.

The experienced faculty members more frequently considered the general public very important as an audience, but followed this closely with various classes of housewives. The experienced agents differed very little from all agents with respect to percentages who rated the various audiences very important. (See V-E)

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members, consider the housewife as the prime audience for TV programs. This orientation of TV programs toward the housewife has important implications for subject-matter resources and teaching staff.

Summary of Selected Findings	Implications for Policy and Program
VI. Suggestions Relating to Methods of TV Operations	
A. Relating to TV Film Center	
1. Perception of Purpose of Productions of TV Film Center	
A large majority of the faculty thought the main purpose of the Center was to teach off-campus people; most state extension leaders and college administrators thought it had both teaching and public relation (creating an acceptable image of the colleges) functions. No information was sought from extension agents. (See VI-A-1)	It seems that the faculty is primarily concerned with the teaching function of the Center; whereas administrators and state extension leaders would also include a specific public relation function. In policy determination it will be necessary to decide the relative weight to be given these two functions.
2. General Approaches for Operating the TV Film Center	
The faculty was divided on how the Center should operate. About two fifths of the 140 reporting thought Extension should be primarily responsible for subject matter and about one third thought the primary responsibility belonged to the TV Film Center. A good majority of	There is certainly a lack of consensus about programming subject matter for the TV Film Center. This is an area that should be considered carefully and policy developed for it.

Summary of Selected Findings	Implications for Policy and Program
the state extension leaders would give the primary responsibility for subject matter to Extension; less than half of the college administrators thought the responsibility for subject matter should belong primarily to Extension. No information was sought from extension agents. (See VI-A-2)	
3. **How to Get Program Ideas for TV Film Center Considered** Of several ways to get ideas considered, by far the largest proportion of the extension agents thought they should first approach the relevant subject-matter specialists in making suggestions for TV films to be produced by the Center. The largest proportion of experienced agents also favored this approach. No information was sought from the other three groups. (See VI-A-3)	It would appear that working through the relevant college specialists might be a good approach for agents to suggest topics for TV films. This is certainly an area for clarification in a large organization.

Summary of Selected Findings	Implications for Policy and Program
4. **Commercial Station Outlets for Educational TV Films of the Colleges**	
In view of the trend for educational TV films to be given less and less favorable time on commercial stations, the most frequently mentioned action by faculty, extension agents, state extension leaders, and college administrators was to improve the quality of the programs which are offered. (See VI-A-5)	Undoubtedly improvement of quality of programs is a realistic approach to the competition from professional programs which are essentially entertainment. If this keynote opinion is accepted, it certainly demands planning and policy-making to be fully instrumented.
B. **Who Should Propose TV Topics**	
The most frequently chosen individuals or units who should propose TV topics[1] were: By faculty Staff of TV Film Center Special TV committee representing the colleges	The question of responsibility for suggesting TV topics, especially for the Center, needs to be faced. There is some agreement among the three groups at the colleges in that all of them could see a role for a joint college committee. Related to this

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[1] The question by which this information was obtained asked who should propose topics or subject matter for TV. It was not specifically directed to the matter of topics for the TV Film Center.

Summary of Selected Findings	Implications for Policy and Program
By state extension leaders Extension staff of departments Special TV committee representing two colleges Extension agents Extension state leaders By administrators Extension agents Special TV committee representing two colleges No information was sought from extension agents. (See VI-B)	question, however, is the question of the entire educational program for off-campus people and what part of it can be best communicated by TV.
C. Views on Selected TV Functions of Department of Extension Teaching and Information 1. In-service Training for Staff Interested in TV Participation	
Almost three fourths of 136 faculty members consider in-service training desirable for potential TV participants. As high as four fifths of the experienced members consider it desirable. Most of nine college administrators also considered such training desirable. No information sought from extension agents and state extension leaders. (See VI-C-1)	There is clear indication here that in-service training relating to TV work would be welcomed by the faculty and approved by most of the administrators.

Summary of Selected Findings	Implications for Policy and Program
2. Criteria for Screening TV Personalities or Teachers About two thirds of 143 faculty members and almost three fourths of those experienced in TV work thought it would be a good idea for the TV Film Center to set up criteria for departments to screen TV personalities (teachers). Two thirds of nine college administrators favored the idea. No information sought from extension agents and state extension leaders. (See VI-C-2)	It would appear that there is recognition here that the TV Film Center could perform an effective function in helping with the screening of TV personalities or teachers.
3. Criteria for Evaluating Proposed Topics for TV Programs Almost nine tenths of 163 faculty members thought it would be a good idea for the TV Film Center or TV specialists to provide them with criteria for evaluating proposed TV topics. All of the state leaders favored the idea. No information was sought from extension agents and college administrators. (See VI-C-3)	There is a clear recognition that there is a need for criteria for evaluating proposed TV topics and that the TV Film Center or the TV specialist should provide these criteria.

Summary of Selected Findings	Implications for Policy and Program
4. Functions of TV Specialists Most of the state extension leaders thought the TV specialist should perform these functions: keep extension agents, specialists and college administrators informed of developments in TV, serve as contact person to keep commercial stations informed of Extension's educational interests, advise extension agents on preparation of live TV programs, and assist agents with evaluation of live TV programs. No information sought from the other three groups. (See VI-C-4)	These functions are very general; perhaps greater specificity is needed. The question should also be raised as to the other responsibilities for this specialist, such as, assisting with planning inter-county programs, in-service training of agents, etc.
D. Major Considerations for Planning Live or Filmed TV Programs Considerations given most frequently by 113 faculty members were: programming, subject-matter, and audience. Considerations given by 14 state leaders were: audience, objectives or purpose, and	This information was sought to ascertain what planning concepts the faculty and the state leaders who supervise agents have. If educational TV programs are to be well planned, it is necessary to think about them in educational terms. Perhaps these

Summary of Selected Findings	Implications for Policy and Program
principles of good teaching. No information was sought from extension agents and college administrators. (See VI-D)	facts suggest needed orientation, especially for the faculty.
E. Relationship of Specialists and Agents in TV Work	
1. Functions of Extension Specialists in Working with Agents on the Production of Live TV Programs	
Almost three fourths of 72 faculty members doing extension work thought the specialists in working with agents should suggest timely topics for live TV. This was the function favored most frequently, the one favored least was teaching a lesson or series of lessons. The four Extension directors included among the college administrators thought the specialists should suggest timely topics, and a large majority of the 17 state extension leaders held this view. No information was sought from extension agents. (See VI-E-1)	For specialists there is a clear cut role of suggesting TV topics to agents, but the question arises whether this is the only major role. Consideration ought to be given to the role of the specialist as a teacher either in live programs or films or both.

Summary of Selected Findings	Implications for Policy and Program
2. Approaches for Specialists and Agents in Planning Live TV Programs	
A good majority of 79 faculty members doing extension work, all of the four directors of Extension, two thirds of 320 agents, and four fifths of 17 state leaders thought agents and specialists should work together in planning live TV programs, meeting annually to do this.	There is substantial approval by extension specialists, agents, extension administrators, and state extension leaders of joint planning by specialists and agents of TV activities using plans of work as the basis. This would appear to be a sound facet of TV educational planning.
The four directors of Extension, three fourths of the extension agents favoring joint planning, and most of the state leaders favoring joint planning thought it should be done using agents' and specialists' plans of work. No information was sought from faculty members doing extension work. (See VI-E-2)	

Summary of Selected Findings	Implications for Policy and Program
F. Extension Service Cooperation in TV Work Among Counties in the Same Viewing Area By far the largest percent (31) of the extension agents favored over against other plans for co-operation among counties on TV work, the state leaders' offices providing part or all of the salary of a TV (and radio) person who would be located in the county where there was a station, but would plan TV programs with the counties of the viewing area and administer the same. Slightly over half of the state extension leaders held the same point-of-view. No information sought from faculty members doing extension work and extension administrators. (See VI-F)	There is support here for initiating experimental efforts in area TV programs with a special agent in charge who might serve all three extension departments.
G. Participation in State-wide TV Educational Network The faculty, college administrators, agents, and state leaders were overwhelmingly in favor of the colleges participating in	This overwhelming endorsement of participation in a state-wide educational TV network with a station in Ithaca should provide the stimulus

Summary of Selected Findings	Implications for Policy and Program
any state-wide TV educational network if a station should be established at Ithaca. (See VI-G)	for administrators in the two colleges as well as in the University to be agressive in promoting such a network and finding a place in it.
VII. Views of Departmental Heads on Off-Campus TV Activities	
Slightly over half of the departmental heads reporting thought they should take leadership in stimulating interest in TV as a means for teaching the department's subject matter to the general public. (See VII)	There is at least a core of the departmental heads who can be expected to have a concern with developing a TV policy for the colleges.
VIII. Opinion of the Study	
Almost three fourths of the faculty, four fifths of the extension agents, three fourths of the state extension leaders and half of the College administrators considered the study a good idea. (See VIII)	With the exception of administrators, a large majority of the staff which was studied favored the study. Perhaps with the large majority of staff thinking that a survey of this type can provide the basis for planning, administrators will be persuaded to instrument the planning and policy development which it was anticipated the study would initiate.

Commercial TV Stations

Summary of Selected Findings[1]	Implications for Policy and Program
I. The Respondents	
Individuals responsible for public service broadcasting at 23 of New York State's 25 commercial TV stations completed questionnaires for this report.	Although it does not include the complete "universe," this study encompasses returns sufficiently high to be representative of New York State's commercial television situation.
II. Delegation of Public Service Broadcasting Duties	
At approximately half of the 23 commercial television stations, it is the program director who (a) decides what public service material will be used, (b) schedules the material and determines its frequency, (c) receives public service spot announcements, and (d) receives public service motion picture features.	An attempt should be made to know the name and exact title of the person responsible for public service programming at each station. But when this information is not immediately available, it can be assumed that the program director handles this area of broadcasting.

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[1] Since this report contains no chart presenting detailed data on the commercial TV stations, the number of respondents reporting is usually given in each statement of findings.

Summary of Selected Findings	Implications for Policy and Program
III. Agricultural Broadcasting	
A. Farm Director	
1. Four of the 23 stations employ a farm director on a full-time basis. 2. Of the 19 respondents who indicated their stations do not employ a farm director, 10 reported that a staff member in another capacity is responsible for providing some type of farm broadcasting.	These data indicate that agricultural material would normally receive a good reception on at least four commercial television stations since a particular person is completely responsible for programming in this area. The degree of attention agriculture might receive at other stations would appear to depend on the individual's interest, background, training, and degree of responsibility, and on the station's emphasis on agriculture as a programming element, and the time available for agricultural material. In such cases, it might be to the advantage of the College of Agriculture to better acquaint these persons with the resources available for agricultural telecasts and determine from these persons their particular programming needs.

Summary of Selected Findings	Implications for Policy and Program
B. Farm Programming Network farm features when available, wire service farm news, and local farm news were among the most frequently mentioned types of farm programming conducted by 21 stations. Two stations indicated they did not carry any farm programming.	Stations appear to telecast agricultural material that can be programmed with a minimum of operational effort. Presently, it may be assumed that this includes network farm features, wire service farm stories, and local farm news. The last item would seem to offer the best opportunity for the College of Agriculture to extend its use of television and reach audiences not currently encompassed by agent-specialist and filmed programs.
IV. Women's Programming A. Women's Director 1. Five of the 23 stations employ a director of women's programs. 2. Of the 18 respondents who indicated that their stations do not employ a director of women's programs, five reported that a staff member in another capacity is responsible for providing some type of local programming for women.	Ten stations recognize the importance of women as a distinct part of the total viewing audience to the extent of providing a person responsible for programs directed to this segment. This should provide some clue to the potential for home economics material on commercial TV stations.

Summary of Selected Findings	Implications for Policy and Program
V. Program Effectiveness	
A. Outlet Opportunities	
Public service spot announcements were the most frequently mentioned item (42.4% of the 52 replies given by 23 respondents) providing the best outlets on commercial television stations for public service material from educational institutions and public agencies.	An increase in the colleges' present production of spot announcements woul encounter a good reception from commercial stations. This is an area that might be given further consideration in terms of Cooperative Extension educational objectives.
VI. Station Relations	
A. Priority of Types of Material	
Local or regional material of direct interest to the station's viewing audience was rated by the 23 respondents as the most desirable type of public service information.	This is a guideline that is variously followed in other mass media, and it seems reasonable that it should also become a tenet of telecasting on a statewide basis. Following this principle undoubtedly accounts for the success and longevity of the colleges' regularly scheduled extension agent TV programs and the good response stations give to TV Film Center productions dealing with specific New York State conditions.

Summary of Selected Findings	Implications for Policy and Program
B. Live-Film-Tape Nineteen of 20 respondents chose film, one live performances, and none video tape as the preferred form for submitting public service material to commercial television stations.	This points up the wide popularity of filmed public service programs among commercial TV stations. It suggests that the Colleges of Agriculture and Home Economics should continue their present policy of utilizing the medium of film to reach television audiences. A change in this policy may be necessary when other methods are sufficiently advanced and acceptable to most stations.
C. Film Features From the standpoint of ease of scheduling by the stations, receiving single public service film features from time to time, but also an occasional series of films was the most frequently mentioned arrangement (8 of 23 respondents).	This information should provide the basis for the production and flow of the TV Film Center's output and thereby assist the colleges in gaining maximum use of their educational films on television.

Summary of Selected Findings	Implications for Policy and Program
VII. Technical Aspects	
A. Program Length Nineteen of the 23 respondents rated the half hour time segment over the (a) quarter hour and (b) one hour as the preferred length for public service material on film or video tape.	The implication of this finding is that for the present the half hour public service program is the most popular time length among TV stations. Therefore, this length should be given special emphasis in considering the distribution and use of the colleges' films for television.
B. Non-program Length Material 1. Nineteen of the 23 respondents reported that their stations accept non-program length public service material. 2. Eighteen respondents indicated they prefer program length public service material over non-program lengths; two respondents preferred non-program length, and three respondents reported the length has no bearing on the use of the material.	Non-program length material offers yet another means of gaining television time for public service films and video tapes. While this material is not generally preferred over program length features, it is acceptable to and used by most stations. The colleges should consider the role of this special outlet in reviewing their total films-for-television program. This might also invlove consideration of the kinds and types of subject matter that is best suited to non-program length TV productions.

Summary of Selected Findings	Implications for Policy and Program
C. Visual Aids 1. All respondents (23) reported that their stations accept public service material in the form of 16mm motion picture film and 35mm slides. 2. Eight of the 23 respondents reported that their stations accept material in the form of still pictures and title cards. 3. All respondents (23) reported that their stations will not accept public service material in the form of filmstrips, overhead projected transparencies, or opaque projections.	These findings should give some idea of the acceptability and limitations of certain visual aids in the production of public service material. But, naturally, it would be possible to incorporate any number of different visual aids techniques within, say, a motion picture and offer the film to the station with perfect acceptability. However, furnishing a filmstrip and script or voice recording to the station, for example, would exclude its use on television. The point is that attention should always be given to the form in which public service material is sent to television stations, being certain that it is within the framework of techniques suitable to the medium.

Summary of Selected Findings	Implications for Policy and Program
VIII. Trends in Programming	
A. Elements That Might Be Given More Emphasis	
The category of "agricultural programs" was mentioned most frequently as the programming area that respondents (N=23) would like to give more public service time if suitable material could be made available.	Opportunities for agricultural and agriculturally related subjects exist at most New York State commercial stations. There is an apparent short supply of suitable material. The College of Agriculture is in a unique position to fill this void. Steps might be taken to determine the exact subject matter and the type of treatment stations find appropriate and acceptable for agricultural broadcasting.

Resumé of Implications

While the findings of a study such as this can provide many helpful clues or implications for planning, the questions which are explored in the study are important in themselves in that they present to those responsible for planning significant considerations which should enter the planning dialogue. It is anticipated that the planning group which may be constituted to develop a TV policy and program for the two colleges will find the questions which are raised in the study helpful guidelines in its deliberations.

A resumé of the implications based on the findings for five groups of respondents, i.e., faculty, extension agents, state extension leaders, college administrators, and persons responsible for public service programming at commercial TV stations, follows:

1. Development of a TV policy and program for off-campus people is feasible because--
    a. There is a positive attitude toward TV as an educational medium.
    b. The staff (including extension agents) experienced in TV work is sufficiently numerous to conduct a well-planned utilization of TV for off-campus education.
    c. The staff (including extension agents) considers it desirable to develop a broad policy for the TV educational function of the two colleges.
    d. A reasonable number of the faculty members of the two colleges are willing to accept responsibility for TV work.
2. There are clues for determining future emphasis in the reactions of the respondents to the past major TV programs of the two colleges.

3. The role of TV in reaching the general public for educational purposes will have to be weighted against other means for attaining the same objectives.

4. The identification of the housewife as the prime audience for educational TV bears importantly on the subject matter offered over TV.

5. There is need to consider organizational responsibilities and relationships for effective operation of a TV educational program for off-campus people

6. The determination of the relationship of educational versus public relations emphasis in TV productions requires clarification, especially for the TV Film Center.

7. The volume of topics suggested for TV educational programs provides a resource that those concerned with program determination should explore.

8. Closely associated with (7) above is the need for consideration of TV as a means for instrumenting program plans of extension agents and specialists.

9. The components of good educational planning for TV programs need to be understood and applied.

10. Several important facets of TV educational work require careful consideration, i.e., one lesson versus lesson series, preregisteration of audiences, in-service training for TV work, criteria for suitable topics, screening of TV personalities (teachers).

11. Effective planning for participation in a possible state-wide educational network with a station in Ithaca is needed.

12. Understanding the components of improving TV programs to meet the competition for good viewing hours available through commercial TV stations is needed.

13. New York State commercial television stations offer opportunities for broadcasting agricultural and home economics material as part of their public service programming time.

14. Since respondents indicated public service spot announcements provide the best outlet opportunities for public service material, attention might be given to increasing the colleges output of these filmed messages.

14. Stations prefer filmed programs over live performances and video taped shows, and this suggests that the Colleges of Agriculture and Home Economics continue to utilize--through the TV Film Center--this means of reaching television audiences.

16. Some of the implications derived from the findings may be considered as offering a positive basis for developing a TV educational policy and program while others are recognition of needs to change views and practices if a policy and program is to be developed.

Chart of Comparative Groups of

	Faculty
I. The Respondents	
A. Returns and Classifications	--58% of 389 potential respondents returned questionnaires
	--39% of all respondents (N=226) were full professors, 38% associate professors, and 23% assistant professors
	--only 1/3 of all respondents were classified as being experienced with television work
B. Ownership of TV Set	--84% of the 145 reporting owned TV sets (Only 15 of 50 Home Economics respondents answered because question was added after most of questionnaires were returned.)
C. Opinion of TV as Now Operated in This Country	--about 1/4 of 159 reporting considered TV programming to be more good than bad; 45% thought it to be generally poor
II. Awareness and Evaluation of TV Activities of the Colleges	
A. Relating to TV Film Center at Cornell	
1. Awareness of the TV Film Center	--87% of the 226 respondents were aware that the colleges maintain Film Center
2. Visited the TV Film Center	--41% of the 226 respondents had visited the Center; 70% of experienced compared to 36% of inexperienced had visited it
3. Talked with Director of TV Film Center	--just over 1/3 of the 226 respondents had ever talked with the Director of the Center about it

Extension Agents	State Extension Leaders	College Administrators
--81% of 410 potential respondents returned questionnaires	--17 of the 18 state leaders responded	--all 11 administrators to whom questionnaires were sent returned them
--of the 333 respondents, 129 were agricultural agents, 100 home demonstration agents, and 104 4-H agents	--of the 17 respondents, 3 were full professors, 7 associate professors, 5 assistant professors, and 2 had no professorial status	--the 11 respondents included 2 deans, 5 directors or coordinators, 2 associate directors, and 2 assistant directors
--60.6% of 333 agents were classified as experienced with TV work	--no information sought on experience with TV work	--no information sought on experience with TV work
--89% of 316 agents reporting owned TV sets	--all owned TV sets	--8 of 9 giving information had a TV set
--of 292 reporting about 1/3 approved, 1/3 disapproved or were critical, 1/3 both approved and were critical	--slightly less than 1/2 of the 17 respondents had a positive attitude	--slightly less than 1/2 of the 7 reporting approved
--86% of 330 agents reporting knew about Center; 93% of experienced compared to 77% of inexperienced knew about it	--all knew about Center	--no information sought
--16% of 288 agents reporting had visited the Center; little difference between experienced and inexperienced agents	--13 of the 17 had visited the Center	--no information sought
--no information sought	--no information sought	--no information sought

	Faculty
4. Viewed a film or films produced by the TV Film Center	--42% of the respondents who indicated an awareness of the Center could adequately identify at least 1 film produced by the Center which they had seen --the single film seen by most respondents (22) was "A Closer Look at Potatoes"
5. Classification of TV films viewed	--nearly 2/3 of those who viewed "Closer Look" films considered them both teaching and public relations films; "Aging and Independence" was considered both teaching and a combination of teaching and public relations; "In the Darkest Places" was considered primarily a teaching film, and "4-H Spots" was considered primarily public relations
6. Rating of TV films viewed	--most respondents rating the films (N's ranged from 10 to 64) considered the films very worthwhile; range was 62% for "Closer Look" films to 74% for "In the Darkest Places"
7. Role in Establishing TV Film Center	--no information sought

Extension Agents	State Extension Leaders	College Administrators
--34% of the 287 agents reporting had seen at least 1 film produced by the Center	--11 of the 17 leaders had seen at least 1 film produced there	--no information sought
--of 15 films produced by Center, most had been viewed by only a small number of agents; 11 had been viewed by less than 10 agents; the percentages of all agents who had viewed the various films ranged from 0.3 to 12.0	--the leaders had together seen 7 of the 15 films produced by the Center	
--11 of the 15 films viewed were considered *essentially teaching* films by 70% or more of the agents; of the 15 productions only 3 were considered *public relations* films by any large percent of those viewing them	--the leaders classified 3 of the films viewed as *essentially teaching*, 3 essentially *public relations* and 1 *both teaching and public relations*	--no information sought
--11 of the 15 films were rated *very worthwhile* by 60% or more of the agents viewing them	--the rating given for 12 of the 14 viewings reported was *very worthwhile*	--no information sought
--no information sought	--no information sought	--1 dean with 1 or more staff members originated the idea of the Center; other dean and 5 directors approved idea of Center

[illegible]	Faculty
B. Relating to the-Evaluation of Four Basic Classes of TV Programs of the Colleges[1] (Since this evaluation concerned the entire range of TV programs of the colleges, only the ratings of those experienced in TV work have been used in this summary.)	--the percentages of experienced faculty members rating the 4 classes of programs high educationally were: class (1), regularly scheduled county Extension agents' programs, 29; class (2), short course programs, both live and filmed, for example, "Sew for Growth," 74; class (3), short (4 1/2 minutes) TV films produced by the TV Film Center, 57; and class (4), longer (13 1/2 minutes) TV films produced by the TV Film Center, 83 (N's ranged from 23 to 35)
C. Relating to Evaluation of Three Live and/or Filmed TV Programs	--information not used because of an error in the questionnaire

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[1] See footnote 1, page 10, for description of Four Basic Classes of TV Programs of the Colleges

[2] Program has been given on TV more than once

Extension Agents	State Extension Leaders	College Administrators
--the percentages of the experienced agents rating the 4 classes of programs high educationally were: class (1), regularly scheduled county Extension agents' programs, 43; class (2), short course programs, both live and filmed, for example, "Sew for Growth,": 49; class (3), short (4 1/2 minutes) TV films produced by TV Film Center, 55; and class (4), longer (13 1/2 minutes) TV films produced by TV Film Center, 51	--the percent of state leaders who rated high educationally the 4 classes of programs ranged from 17 for class (1), regularly scheduled county Extension agents' programs; to 73 for class (2), short course programs, both live and filmed, for example, "Sew for Growth;" less than 1/2 of the leaders rated the other 2 classes	--limited acquaintance with 4 classes of programs; class (2), short course programs, live and filmed, were rated high most frequently
--38% of the 71 agents viewing the "Farm Management" program[2] considered it very effective educationally	--less than 1/2 of the 17 state leaders had seen any of these 3 programs	--no information sought
--39% of the experienced agents who had seen the "Farm Management" program compared to 27% of the inexperienced agents rated it very effective educationally	--of the 9 ratings as to the educational effectiveness of these 3 programs, 6 were very effective and 3 somewhat effective	
--50% of the 58 agents who had viewed the "Sew for Growth" program[2] rated it very effective educationally		
--55% of the 11 inexperienced agents who had seen the "Sew for Growth" program compared to 49% of the 47 experienced agents rated it very effective educationally		
--50% of the 40 agents who had viewed the "Dairy Cattle Feeding School" program[2] rated it very effective educationally		
--45% of the 33 experienced agents who had viewed the "Dairy Cattle Feeding School" program compared to 71% of the inexperienced agents (only 7 had viewed it) rated it very effective educationally		

	Faculty
III. Attitude Toward TV as an Educational Medium for Reaching Out-of-School People	
A. Opinion of TV as an Educational Medium	--35% of 225 respondents considered TV one of the better ways amd 52% that it offers some opportunity for reaching out-of-school people
B. Opinion as to What Should Be Done About TV	--54% of 219 respondents feel the colleges should at a minimum experiment with TV
	--48% of the experienced (N=72) faculty compared to 58% of the inexperienced (N=147) thought the colleges should at a minimum experiment with TV
	--35% of 219 respondents thought a broad policy with respect to its use should be developed
	--39% of the experienced (N=72) and 33% of the inexperienced (N=147) thought a broad policy should be developed
C. Opinion About TV Compared to Other Communication Media	--newspapers ranked first among informational media for reaching the general public; TV films rated fourth when rankings of each respondent were weighted (N's ranged from 142 to 171)
D. Willingness to Participate in TV Activities	--90% of 219 respondents indicated they should assume responsibilities for assisting with a TV educational program for the general public
	--jobs that faculty members would be most willing to perform are getting together useful subject matter (81% of 185 respondents), reviewing scripts (79%), and suggesting topics with annotations (66%)

Extension Agents	State Extension Leaders	College Administrators
--59% of 332 agents reporting considered TV one of the better means of conducting Extension teaching with and without qualifications	--13, or 76%, of the 17 state leaders considered TV one of the better means of conducting Extension teaching	--6 of the 11 respondents considered TV one of the better ways of reaching out-of-school audiences
--very little difference between experienced and inexperienced agents		
--80% of 323 agents reporting thought a basic policy for the use of TV should be developed	--12, of 74%, of 16 state leaders reporting thought the Extension Service should develop a basic policy for the use of TV	--9 of the 11 respondents thought their college should develop a broad policy with respect to the use of TV
--very little difference between experienced and inexperienced agents (79 and 82% respectively)		
--no information sought	--no information sought	--no information sought
--no information sought	--no information sought	--no information sought

	Faculty
D. Willingness to Participate in TV Activities (Cont'd.)	--script writing was least popular job with faculty --61% of the 196 respondents who regarded assistance with a TV educational program for the general public as part of their responsibility indicated amount of time willing to devote to TV; 37% of the group would devote from 1 to 5 days per year and 15% from 6 to 10 days
IV. Participation in TV	
A. Extent of Participation in Filmed TV	--only 12% of 226 respondents to the questionnaire had assisted in producing TV films for the TV Film Center --59% of this group were classified as experienced in TV production --52% of the group were Extension specialists
B. Extent of Participation in Live TV	--42% of 223 reporting said they had devoted some time to live TV at Cornell or elsewhere --nearly 70% of this group was made up of Extension specialists
C. TV Jobs Performed	--81% of the 27 faculty members who had participated in producing TV films did so by providing information; about 2/3 reviewed and commented on scripts --over 2/3 who participated in live TV (N=94) had provided information and the same proportion had appeared as a major personality (teacher)

Extension Agents	State Extension Leaders	College Administrators
--no information sought	--no information sought	--no information sought
--64% of the 333 agents had participated in some manner in 1 or more live TV programs	--no information sought	--no information sought
--84% of the 207 agents who had participated in TV in some manner had been a major personality (teacher) in 1 or more live programs	--no information sought	--no information sought
--other TV jobs which a large % of the 207 agents had performed were provided information (81%) and prepared format entirely (78%)		
--23, or 11%, of 207 agents who had participated in TV programs had performed all 10 jobs listed in the questionnaire and 59% had performed from 6 to 10 of the jobs		

	Faculty
D. Assigned or Taken Responsibility for Extension Departmental Live TV Programs	--not applicable
E. Responsibility for Live TV Programs for All Three Extension Departments	--not applicable
F. Extension Departmental Participation in TV Activities	--not applicable
G. Ways in Which TV Activities of Extension Departments Are Carried Out	--not applicable

Extension Agents	State Extension Leaders	College Administrators
--51% of the 333 agents had at some time been assigned or taken responsibility for departmental TV programs	--not applicable	--not applicable
--82% of 198 experienced agents but only 5% of the 129 inexperienced agents had been assigned or taken responsibility for departmental TV programs		
--only 24, or 7%, of 330 agents reporting had ever been responsible for live TV in all three departments	--not applicable	--not applicable
--all 24 of these agents were experienced in TV work		
--83, or 56%, of the 147 departments reporting have participated in TV work at some time	--not applicable	--not applicable
--63% of the 83 departments which have participated in TV work had at some time planned and conducted TV activities with 2 or more counties	--not applicable	--not applicable
--42% of the 83 departments which have participated in TV work had at some time planned and conducted TV activities with 2 or more counties in which college specialists were involved		
--30% of the 83 departments which have participated in TV work had frequently cooperated with 2 or more counties on this work		
--62% of the 72 departments reporting had at some time used the method of each agent planning and conducting his own TV work in his special areas of assignment		

	Faculty
G. Ways in Which TV Activities of Extension Departments Are Carried Out (Cont'd.)	
V. Suggestions Relating to TV Educational Programs and Audiences	
A. Number and Percent Suggesting Topics for TV Programs	--57% of all 226 respondents suggested 1 or more topics; respondents made an average of about 3 suggestions each
B. Classes of Suggested TV Topics and Methods of Treatment	--the 378 topics specific enough to be categorized were classified as:
1. General classes of topics	--home economics topics of interest mainly to housewives 21%
	--agricultural topics of general or non-farm interest 34%
	--home economics topics of general interest. 12%
	--topics of general interest . . . 12%
	--agricultural topics primarily for farm audiences. 11%
	--topics primarily for 4-H and other young people. 10%
2. Recommendations for number of lessons and preregistration	--no information sought

Extension Agents	State Extension Leaders	College Administrators
--33% of the 72 departments reporting had at some time used the method of the entire staff jointly planning TV work with various members being assigned topics for presentation		
--61% of the 333 agents suggested 1 or more topics	--13 of the 17 leaders suggested topics for TV programs	--9 of the 11 respondents listed topics
--17% of the 333 agents suggested 5 or more topics		
--the 714 topics suggested were classified as follows:	--the 50 topics listed were classified as follows:	--the 35 topics listed were classified as follows:
--home economics topics of interest mainly to housewives 24%	--home economics topics of interest mainly to housewives . . . 20%	--home economics topics of interest mainly to housewives . . . 6%
--agricultural topics of general or non-farm interest. . 22%		
--home economics topics of general interest . . . 18%		
--general interest topics 14%	--general interest topics 62%	--general interest topics 83%
--agricultural topics of interest mainly to farmers . . . 13%	--agricultural topics of interest mainly to farmers 2%	--agricultural topics of interest mainly to farmers 11%
--4-H topics (some of general interest) 9%	--4-H topics . . . 16%	
--69% of the 714 topics were accompanied by the suggestion to be presented in 2 or more lessons	--74% of the 50 topics were accompanied by the suggestion to be presented in 2 or more lessons	--no information sought
--32% of 653 topics were accompanied by the suggestion of preregistering audiences	--37% of 48 topics were accompanied by the suggestion of a preregistered audience	

	Faculty
C. Assumptions About Using TV as a Means of Reaching the General Public	--84% of 137 respondents who suggested topics for TV indicated they did so because they assumed that the colleges have resources for conducting off-campus education --nearly 3/4 of the 137 respondents who suggested topics assumed that educational TV should give people an understanding of basic principles in various subject-matter fields --64% of the 137 respondents who suggested topics assumed a public relations aspect to the colleges' educational TV efforts --only 1% of the 137 respondents who suggested topics assumed that the colleges could better utilize their resources by not having TV educational program for off-campus people
D. Audiences to Which Suggested Programs Would Be Directed	--most frequently mentioned audiences for the 6 classes of topics indicated above (See V-B-1) were (in order): housewives, general public, general public, general public, farmers, high school students

Extension Agents	State Extension Leaders	College Administrators
--no information sought	--no information sought	--after listing suggested topics, the respondents checked a list of assumptions in back of their suggestions; of the 9 who chose 1 or more assumptions, 8 chose the assumption, The colleges have resources for conducting off-campus education; 6 chose, The colleges have a responsibility to conduct educational programs off the campus; and 6 chose, Educational TV should include giving people general information about their public institutions, such as the Colleges of Agriculture and Home Economics
--most frequently mentioned audiences for the 6 classes of topics indicated above (See V-B-1) were (in order): housewives, general public, housewives, general public, farmers, general public	--data omitted; considered of no significance	--data omitted; considered of no significance

	Faculty
E. Rating of Importance of Selected Audiences for TV Educational Programs	--audiences rated very important by 40% or more (up to 50) of faculty members were (N's ranged from 182 to 195): Farm housewives General public Suburban housewives City housewives Commercial farmers --audiences rated very important by 44% or more (up to 62) of the faculty members experienced in TV work were (N's ranged from 63 to 71): General public City housewives Suburban housewives Farm housewives People interested in home grounds
VI. Suggestions Relating to Methods of TV Operations	
A. Relating to TV Film Center	
1. Perception of purpose of productions of the TV Film Center	--the 2 purposes for television programs produced by the colleges for the general public selected most often by faculty respondents were: to teach off-campus people an understanding of principles in various subject-matter fields which they can on their own apply to practical problems (83%) and to teach off-campus people useful information related to practical problems (70%) (N=211)

Extension Agents	State Extension Leaders	College Administrators
--the 5 audiences rated very important by 54% or more (up to 66) of the agents (N's ranged from 299 to 313) were: Suburban housewives People interested in home grounds City housewives General public Farm housewives	--the 6 TV audiences which 63% or more of the leaders considered very important were (N's ranged from 16 to 17): City housewives Farm housewives Suburban housewives People interested in home grounds General public 4-H leaders or potential leaders	--the 3 TV audiences which 54.5% of the respondents considered very important were (N=6): City housewives Farm housewives Suburban housewives General public
--there was basically a high agreement among the 3 departments in rating audiences very important		
--the experienced agents differed little from all agents with respect to percentages who rated the various audiences very important		
--no information sought	--15 of the 17 leaders thought the purposes of the Center should be teaching off-campus people useful information and providing them with an acceptable image of the colleges; 13 of the 17 also thought the purpose should be teaching understanding of subject matter principles	--a large majority of the 11 administrators saw 3 major purposes for the Center: 1) to teach off-campus people subject-matter principles, 2) to provide an acceptable image of the 2 colleges, 3) to teach useful information relating to practical problems

	Faculty
2. General approaches for operating the TV Film Center	--not conclusive as to how Center should operate; 39% of 140 respondents thought subject matter should be programmed by the Extension Service; 34% felt that primary responsibility belongs to the Center itself --there was little difference between the respondents with TV experience and those inexperienced
3. How to get program ideas for TV Film Center considered	--no information sought
4. Perception of conflict between TV films and live TV programs	--the majority of Extension specialists[1], 54%, either didn't know if there would be any conflict (33%) or didn't answer the question (21%) (N=102); of the 47 who did offer an opinion, 83% thought there would be no conflict
5. Commercial station outlets for educational TV films of the colleges	--the most frequently mentioned action for overcoming a continuing regression of quality of time on commercial stations for public service programs was to continue to improve the quality of the colleges' efforts with TV (N=192)

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[1] This topic was explored with Extension specialists only.

Extension Agents	State Extension Leaders	College Administrators
--no information sought	--10 of the 17 leaders thought the general approach for operating the Center should be subject-matter programming by the Extension Service with technical and production resources provided by the Center	--4 of 10 respondents reporting thought the general approach for operating the Center should be subject-matter programming by the Extension Service with technical and production resources provided by the Center
--of several ways to get ideas considered by far the largest percent (38) of 324 agents would first approach the relevant subject-matter specialist in getting a suggested topic considered for film production by the TV Film Center --the same approach was favored by the largest percent of the experienced agents (N=194)	--no information sought	--no information sought
--only 17% of 327 agents who gave views thought there would be any possible conflict between the TV Film Center's productions and live programs of agents and specialists	--10 of the 17 leaders saw no possible conflict between the TV Film Center productions and live programs of agents and specialists	--asked of 4 directors of Extension; one saw possibility of conflict; two saw no conflict and one didn't know
--in view of a trend for educational TV films to be given less and less favorable time on commercial stations, the most frequently mentioned action to meet the situation was to improve quality of programs (N=242)	--in view of a trend for educational TV films to be given less and less favorable time on commercial stations, the most frequently mentioned action to meet the situation was to improve quality of programs (N=15)	--in view of a trend for educational TV films to be given less and less favorable time on commercial stations, the most frequently mentioned action to meet the situation was to improve quality of programs (N=11)

	Faculty
B. Who Should Propose TV Topics	--of the 202 faculty members responding only 12% selected a single choice; most thought suggestions should come from several sources; most popular were staff of the TV Film Center and a special TV committee representing the 2 colleges
C. Views on Selected TV Functions of Department of Extension Teaching and Information	
1. In-service training for staff interested in TV participation	--73% of 136 respondents considered an in-service training program desirable for potential TV participants; 82% of the experienced respondents favored this
2. Criteria for screening TV personalities or teachers	--64% of 143 respondents thought it a good idea for the TV Center to set up some criteria for departments to use in screening TV personalities (teachers)
	--70% of those experienced in TV work and who answered the question (N=153) thought the setting up of some criteria for screening TV personalities (teachers) was a good idea
3. Criteria for evaluating proposed topics for TV programs	--89% of 163 respondents thought it a good idea for Film Center or TV specialists to provide faculty members criteria for evaluating potential TV topics

Extension Agents	State Extension Leaders	College Administrators
--no information sought	--the 4 groups most frequently chosen (by 13 or 14 of the 17) for proposing TV topics were: Extension staff of the departments, special TV committee representing the 2 colleges, Extension agents, and Extension state leaders	--the 2 groups most frequently chosen (each by 6 of the 9 reporting) for proposing TV topics were: Extension agents and a special TV committee representing the 2 colleges
--no information sought	--no information sought	--8 of 9 respondents reporting thought it would be desirable to provide TV in-service training to interested faculty members
--no information sought	--no information sought	--6 of 9 respondents reporting favored the TV Film Center establishing criteria for departments to screen TV personalities or teachers
--no information sought	--all of 17 leaders favored the TV Film Center or the TV Extension specialist providing a list of criteria for evaluating proposed topics	--no information sought

	Faculty
4. Functions of TV specialists	--no information sought
D. Major Considerations for Planning Live or Filmed TV Programs	--considerations given by 113 respondents in order of importance according to percentage of all (398) comments: (1) Programming . . . . 24% (2) Subject matter . . . . 20% (3) Audience . . . . 20% (4) Purpose and objectives of program . . . . 11% (5) Resources available . . . . . . 11% (6) Responsibilities for production 9% (7) Miscellaneous 5%
E. Relationship of Specialists and Agents in TV Work	
1. Functions of Extension specialists in working with agents on the production of live TV programs	--suggesting timely topics was the most commonly selected role by specialists (74%); least popular role was to have specialists serve as teachers for one or a series of lessons (N=72)
	--specialists experienced with TV production were more willing to be teachers than those inexperienced (N=39)

Extension Agents	State Extension Leaders	College Administrators
--no information sought	--the jobs which 14 or more of the 16 leaders reporting thought the TV specialist should perform were: keep agents, specialists, state leaders, and administrators informed of developments in TV, serve as contact person to keep commercial TV stations informed of Extension's educational interests, advise agents on preparation of live TV programs, assist agents with evaluation of live TV programs	--no information sought
--no information sought	--considerations in order of number of times (four or more) listed were (N=14): (1) Audience . . . 11 (2) Objectives or purpose . . . . 5 (3) Principles of good teaching . 5 (4) Problems . . . 4 (5) Timeliness . . 4	--no information sought
--no information sought	--a large majority of the 17 state leaders expect Extension specialists to perform 4 jobs relating to TV, i.e., suggest timely subject-matter topics, prepare and send out subject matter, prepare with the assistance of TV specialists scripts in their subject-matter fields, and train agents to be teachers in the specialist's subject-matter field	--all 4 directors of Extension thought Extension specialists should suggest timely subject-matter topics and 3 thought specialists should prepare TV scripts in their fields with the help of TV specialists

	Faculty
2. Approaches for specialists and agents in planning live TV programs	--59% of 79 specialists favored agents and specialists working together in planning TV programs and for the 2 to meet together annually to divide the jobs to be done
F. Extension Service Cooperation in TV Work Among Counties in the Same Viewing Area	--no information sought
G. Participation in State-wide TV Educational Network	--81% of all (226) respondents favored the colleges' participation in the proposed state-wide educational TV network through a station at Ithaca

Extension Agents	State Extension Leaders	College Administrators
--66% of 320 agents giving views favored specialists and agents who work in the same fields meeting annually and jointly planning TV programs for various viewing areas	--14 of the 17 state leaders thought specialists and agents who work in the same field should meet annually and jointly plan TV programs for various viewing areas	--all 4 directors of Extension (with modifications by one) thought specialists and agents who work in the same field should meet annually and jointly plan TV programs for various viewing areas
--65% of the experienced agents (N=190) favored joint planning of TV programs by specialists and agents		
--74% of the 209 agents favoring joint planning of TV programs by specialists and agents thought both groups should use their plans of work at the joint planning meetings	--of 11 of the 14 leaders holding the joint planning view and reporting, 7 thought the specialists and agents should use their plans of work at the planning meetings	--all 4 directors of Extension thought the specialists and agents should use their plans of work at the planning meetings
--by far the largest percent (31) of 295 agents reporting favored the 3 state leaders' offices providing part or all of the salary of a TV (and radio) person who would be located in the county where there is a station but would plan TV programs with the counties of the viewing area and administer the same	--8, or 53%, of 15 leaders reporting favored the 3 state leaders' offices providing part or all of the salary of a TV (and radio) person who would be located in the county where there is a station but would plan TV programs with the counties of the viewing area and administer same	--no information sought
--82% of 297 agents reporting favored participation in a state-wide TV educational network through a station at Ithaca	--15 of the 17 state leaders favored participation in a state-wide educational network through a station at Ithaca	--all of the 10 respondents reporting favored participation in a state-wide TV educational network through a station at Ithaca

	Faculty
VII. Views of Departmental Heads on Off-campus TV Activities	--6 of the 10 department heads who reported thought they should take leadership in stimulating interest in TV as a medium for the teaching of the departments' subject matter to the general public --5 of 8 department heads thought TV should be used to help obtain public support for their departmental work --over 1/2 of the 14 department heads reporting have had discussions with their staffs in the past 2 years about the use of television
VIII. Opinion of the Study	--70% of 195 respondents thought the study was a good idea, 27% doubted the wisdom of it, and 1% thought it should not have been done

Extension Agents	State Extension Leaders	College Administrators
--no information sought	--no information sought	--no information sought
--82% of 289 agents thought the study was a good idea, 17% doubted the wisdom of it, and 1% thought it should not have been done	--12 of 16 leaders who reported thought the study a good idea and 4 doubted the wisdom of it	--5 of the 10 respondents reporting thought the study a good idea and 5 doubted the wisdom of it

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